NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
OFFICE OF THE PRESIDENT

MEMORANDUM

TO: NAEB BOARD OF DIRECTORS

FROM: W. G. Harley March 15, 1973

The NAEB Newsletters are providing periodic general reports of the turbulent happenings in public broadcasting; this is intended to be a confidential behind-the-scenes briefing for the Board.

This package contains:

1. A Situation Report
2. Minutes of the Executive Committee Meeting of March 7, including
   a. Copy of my Remarks to the Executive Committee
   b. Copy of my statement on Organizational Options and Positive and Negative Aspects of Each.
3. Personal Observation
4. Schedule of Upcoming Events

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SITUATION REPORT

There are rapidly developing moves to establish a new PTV station organization governed exclusively by a lay board of chairmen of licensees who could speak to CPB "with a unified voice." By-Laws for a reconstituted PBS will be prepared for a March 28, Washington meeting of managers and board representatives with the intent that the new entity be voted into being at that time.

Let me recall the sequence of recent events that have shaped the present situation.

January 10, 1973: CPB Board asserts its authority over program funding and distribution.

January 12, 1973: Governing Board Coordinating Committee, headed by Ralph Rogers, asserts that such an arrangement is unacceptable to TV licensees, demands partnership in these two areas and asks for meeting with CPB Board.

January 23-26, 1973: ETS and PBS Boards endorse resolution of Rogers' group, authorize his group to negotiate on their behalf regarding those two points.

February 7, 1973: Committee from Governing Board Group meets with CPB Board, succeeds in achieving compromise agreement on national program funding decisions and free access to interconnection - providing CPB can henceforth deal with a single entity authorized to speak for the licensees.

February 13-16, 1973: Palm Beach is site of meeting of ETS, PBS, NAEB, and representatives of Governing Boards. Group agrees to concept of a single voice to be expressed through a lay board, works on a set of principles for a new entity of some sort.

February 23, 1973: Representatives of NAEB meet with Rogers to discuss possible merger or amalgamation with new PTV entity.

February 27, 1973: ETS Board meets, approve principles of "Palm Beach Accord" with reservations, particularly with respect to impact on NAEB.

February 28, 1973: Harley has exploratory session with Friendly on possibility of Ford support for NAEB in case new entity established.

March 5-6, 1973: Governing Board group meets in Washington with a group of about 100 TV Board Members and Managers to discuss Palm Beach Accord and plans for a new TV licensee organization governed by an all lay board. Group votes approval.

March 6, 1973: Rogers Committee meets again with CPB Board, reports it has been successful in getting the go-ahead to establish single voice for PTV. Argument over whether CPB can and/or should operate interconnection is inconclusive; decision postponed until April 13 Board meeting; meanwhile a CPB Board Committee is to work with Rogers Committee.

March 7, 1973: NAEB Executive Committee meets, has Rogers as luncheon guest.

Those are the major meetings relevant to this situation though there have been many more of a smaller more informal nature. A Committee of ETS has met with Rogers to get his reactions to their concerns; I have met with him several times (also Friendly, Gunn) re possible NAEB relationship to the new entity - or what we now refer to as TOP: The Organization Proposed.

Essentially, Rogers (and Rogers is the Governing Board Group) is sympathetic to involving NAEB in the new structure and to preserving its functions. However, he rejects the idea of having NAEB become the umbrella under which the new TV licensee group could be established. Its structure, membership, by-laws, etc. are far too complicated and cumbersome. He favors restructuring PBS, whose constitution would permit an immediate resignation of present directors so that they could be replaced by laymen elected from the governing boards of TV licensees. He is not unattracted by the PBS current $9 million budget, either. He has rejected various proposals I have made for a compromise approach in which NAEB would remain an independent professional organization but with a partially interlocking board of laymen. Partial pregnancy won't work, he observes, and the only alternatives are merger or remain completely outside.

The Ford Foundation feels that establishing the single voice for public television (which it equates with all of public broadcasting) is essential to its continuing involvement. It is counting on Rogers' group to secure the guaranteed access to the interconnection; without such a guarantee, it cannot go ahead with funding any programs. If the new entity is established, I am assured that NAEB's activities will be assisted, whether we join in a formal merger or remain an independent professional society. Ford is officially inscrutable, but my impression is that we could count on support for an adjustment period of as long as three years.

PRESIDENT'S REMARKS

NAEB EXECUTIVE COMMITTEE MEETING

March 7, 1973 Embassy Row Hotel

The Chinese curse has caught up with us; we are, indeed, "living in interesting times" - so interesting we can hardly stand it! Not only is the NAEB facing a financial crisis, but the whole system of public broadcasting is under severe stress and possible subversion. The response of the licensees to this menace to their independence and to the integrity of the system has been to throw the governing board chairmen into the breach and, meanwhile, try to set up a single organization to speak for the licensees, using the clout of prestigious laymen.

The establishment of a single organization - either a merger or amalgam of existing agencies - clearly affects the NAEB and its future; hence, it also affects budget and plans for which budget is the blueprint.

The budget presentation also reveals the problems of operating the Association as a central structure and yet permitting fiscal autonomy for its independent segments.

These two topics are the only matters that should concern us: the plans for the new structuring of public broadcasting and their relation to NAEB and how the Association keeps functioning until, if, or instead of the establishment of such an organization.

In my own view, the establishment of a single voice for the TV licensees, at least, can be done and must be done. If we blow this opportunity, we will not only miss a chance to develop a new level of significance and power for public broadcasting but, worse, we will confirm the fears of our friends in Congress and the foundations that we are indeed immune to leadership, that we can not put our house in order, that we cannot unite in common effort and act in concert and accord.

That will be a disaster: Ford will pull out, Congress will postpone or withdraw its support, and lay leadership will languish and disappear. But, if we do manage to establish a unified structure, many argue, it can become stronger, better financed, and more influential than anything we have created previously to represent and serve us; it can lift public broadcasting to an entirely new plateau of importance and consequence.

So, it's understandable that professionals are uneasy if they see a structure being built that gives them no meaningful access to the executive suite, i.e., an organization in which none of them is allowed to have a seat on the governing board. Moreover, they are distreessed by the possibility that their professional association that they have established, built, prayed over, sworn at, nursed and nurtured, may go down the drain. It's as though there's a proxy fight and the old family firm is about to be taken over by strangers. So, I suggest, that one principle we must stand by is the involvement of professionals in a meaningful way in policy making and that they not be forever foreclosed from full voting participation at the policy level.

Similarly, it is important that the professionals retain control over their own professional organization in their role as individuals who have chosen a career in public communications.

Without attempting a philosophical disquisition, let me give you a few personal reflections on the unification thrust. In the midst of a shifting terrain and rapidly changing circumstances, the only thing constant is principle. And though it is difficult to intellectualize what is essentially a feeling of unease and vague apprehension, I think the principle involved here is the question of amaturism driving out professionalism. Prestigious laymen are important for their clout, but they have achieved their distinction in other fields and furthermore, wise and intelligent though they may be, their involvement in our fate is only superficial and a matter of periodic concern. Whereas for staff, public broadcasting is not only a vocation but a full-time religion - something they eat and breathe, and something in which they were, are, and will continue to be obsessively involved. It's like the story of the pig and the hen looking at a billboard displaying a plate of ham and eggs. "For you," observed the pig, "that represents a contribution; for me, though, it's a total commitment!"

On the other hand, if this new structure is not functionally right and appropriate in form and if the procedure for its establishment is not handled properly with due process for discussion, debate and ratification by the licensees, it will be a disaster of another sort: disruption , defiance, and continuing chaos - not one voice, but many; not unity but disunity. Whatever is developed must rest upon the willing consent and support of the professionals in the field or it's no-go.

I am convinced we can do both - propose a new unified, cohesive structure - at least for licensees - and get it accepted in such a way as to provide for a strong and lasting enterprise. Furthermore, NAEB's current fiscal problems could be helped or at least ameliorated in the event that this unified approach prevails. In the meantime, we have no alternative but to face up to the hard realities of our present fiscal circumstances. These include a deficit situation at the end of fiscal '73 and a much larger one for '74 if we are to maintain existing services at even their present level.

A barebones budget based upon assured sources of income only would require total elimination of six services and one officer; a minimal budget for sustaining a minimal service would still project a deficit of nearly $300,000. The budget we should have for '74 costs out at about $400,000 above anticipated revenue.

Let me say in closing that despite the fact that the present situation is perhaps the most critical that has ever faced the NAEB - though I have survived several - I am, in the main, optimistic - both for NAEB and for public broadcasting. Agonizing as the present doubts and uncertainties undoubtedly are and strenuous as the present struggling and striving unquestionably is, the outcome can be a major plus.

Yes, the Chinese gave us a curse. But they also gave us a happy philosophy, laced with such aphorisms as: "He must first climb the mountain who would see the peaceful plain;""When we have nothing to worry about, we are not doing much, and not doing much may supply us with plenty of worries in the future;" and finally, "If there is righteousness in your heart, there will be beauty in your character. If there is beauty in your character, there will be harmony in your home. If there is harmony in the home, there will be order in the nation. When there is order in the nation, there will be peace in the world."

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
OFFICE OF THE SECRETARY

MINUTES OF THE NAEB EXECUTIVE COMMITTEE MEETING

March 7, 1973 Washington, D.C.

The meeting convened at 9:15 a.m., at the Embassy Row Hotel. Committee members present were: Messrs. Press, Harrison, Harley, Cordier, Breitenfeld, Montgomery, Macandrew, Freeman and Cannon. Also present were: Messrs. Marquis, Fellows, Holmes, Robertson, Monagas, Riddleberger, Woods, Millard and Richards.

REMARKS OF THE PRESIDENT

Mr. Press introduced Mr. Harley, whose remarks are attached to these Minutes.

REMARKS OF THE CHAIRMAN

Mr. Press expressed his feeling that the motives surrounding efforts for establishing a unified organization were well intended, even if overly given to an emphasis on structural "neatness." He indicated his observation that a new organization, as described in the Principles of Organization paper (attached), brought with it the opportunity for substantially improved influence at the national level in program freedom and federal support, but that it could easily result in serious problems of professional representation in reaching decisions.

STATUS OF ORGANIZATIONAL PLANS FOR NATIONAL PUBLIC BROADCASTING AGENCIES

Mr. Harley traced the development of the current problems associated with CPB, starting with the speech by Dr. Clay T. Whitehead at the NAEB Convention in Miami and culminating in the January 10 resolution of the CPB Board of Directors. He then identified the various steps taken in response to the Corporation's resolution.

Dr. Breitenfeld briefed the Committee on recent meetings with ETS/PBS representatives and the Coordinating Committee of Governing Board Chairmen.

Mr. Harley outlined the options for NAEB in a new organizational structure.

1 - NAEB could discontinue its separate incorporation and become an integral part of the new organization, with a Division and Vice President for professional services. Constituency Advisory Boards could be maintained for individual members, non-broadcast systems, and industrail/sustaining associates.

2 - NAEB could be maintained as a related but separate entity.

He reviewed the advantages of an independent organization (even without TV and Radio licensee members) as having freedom and control of its own affairs, serving as a "conscience" and advocate where required. Professional functions and services could continue to the extent of their financial viability. He also pointed out that NAEB may well not be viable outside the new organization or would operate at such a low energy level as to be ineffective.

The detail of Mr. Harley's observations is attached to these Minutes.

Mr. Cannon suggested preparing a list of pros and cons from other points of view, and indicated the need to keep in mind that the immediate objectives Mr. Rogers wishes to achieve are directly related to public television licensees.

Mr. Cordier spoke about radio's concerns in the development of a unified structure. He indicated that radio station membership was diminishing and that the NER Board considered three organizational options within NAEB and a separate option to move outside the NAEB into closer alliance with National Public Radio. It selected the option calling for continuation of the present staff and a maintenance of current service, going in the direction of serving the "Full Service" radio station. The Board also decided to recommend to the members a change of the NER name to either Educational Radio Services or Public Radio Services.

Mr. Harley indicated that Mr. Cannon's comments to him, as he left the meeting shortly before noon, were to this effect: NAEB would support the unified organization for public television licensees but that we should seek assurance from Mr. Rogers that he would support assistance to NAEB to cover the expense of professional services previously contributed by television members.

The Committee identified the following topics for discussion with Mr. Ralph Rogers at lunch:

1 - Report of his discussion with CPB Board of Directors.

2 - Support of NAEB services in the absence of income from TV members.

3 - Role of the new organization.

Mr. Ralph Rogers, Chairman of the Committee of Governing Board Chairmen, met with the Committee during the luncheon.

The meeting resumed at 2:45 p.m.

Dr. Breitenfeld spoke in favor of maintaining the NAEB as a separately operated structure on the condition that it is projected at a fiscally viable level of operation.

NAEB FISCAL REPORTS

FY 73

Mr. Marquis referred to the January 25 Memorandum from Colonel Hough identifying the 2nd quarter FY 73 fiscal report. It is attached to the official copy of these Minutes. He indicated that several requests to Foundations may yield income to cover the deficit that is estimated, but it would be possible to cover nearly all expenses by using the members equity in the General Fund.

FY 74 BUDGET PROJECTIONS

Mr. Richards report is attached to these Minutes. The Committee reviewed the options presented in the material. Mr. Press asked that Mr. Harley develop a set of assumptions for NAEB services as a separate organization without television licensee members, against which a budget could be prepared.

Mr. Marquis referred to a document entitled "Financing of XYZ Corporation, FY 1974, PBS Functions," attached to the official copy of these Minutes.

Mr. Macandrew said he felt that the new organization needs NAEB and we should not pursue the necessary funds for NAEB simply because "NAEB needs help."

Mrs. Freeman said that we need to maintain and protect our options, and that recognition of the need for "minority" input to contribute to the well-being of the "majority" as well as minority concerns is fundamental.

It was moved, seconded and accepted that the Executive Committee authorize the preparation of a resolution which would be directed to its concern that the professional staff of the Association be informed of the Committee's understanding of its responsibility for their welfare, and that the Committee commit itself to a continuation of professional services for institutions and individuals, across media, across divisions, in any way possible, and that the staff be directed to recommend alternatives which would make it possible to accomplish such services. (Breitenfeld/Harrison)

PUBLIC MEMBERS

Mr. Harley reported that Leonard Marks has resigned from the NAEB Board of Directors to avoid any possible conflict of interest that might be generated from his law firm's representation of the Corporation for Public Broadcasting as outside counsel.

ELECTION OF TREASURER

Mr. Ray Richards was elected Treasurer of the Association. (Breitenfeld/Macandrew)

AUTHORIZATIONS

The following resolutions were approved in order to update bank authorizations transferring signature authority from Mr. Hough to Mr. Richards:

For NAEB General Fund Account:
"Resolved: That Ray J. Richards, Jr., the Treasurer of the National Association of Educational Broadcasters is authorized and instructed to continue a depost account for and in the name of this corporation or organization with the National Bank of Washington, to deposit therein funds of the corporation or organization and that said account may be drawn on only by check signed in the name of this corporation or organization by one of the following: President, Treasurer, Vice-President and Secretary and countersigned by one of the following: President, Treasurer, Vice-President and Secretary." (Harrison/Macandrew)

For NAEB Payroll Account:
"Resolved: That Ray J. Richards, Jr., the Treasurer of the National Association of Educational Broadcasters is authorized and instructed to continue a deposit account for and in the name of this corporation or organization with the National Bank of Washington, to deposit therein funds of the corporation or organization and that said account may be drawn on only by check signed in the name of this corporation or organization by one of the following: President, Treasurer, and Vice-President." (Breintenfeld/Macandrew)

For the NAEB Savings Account:
"Resolved: That Ray J. Richards, Jr., the Treasurer of the National Association of Educational Broadcasters is authorized and insturcted to continue a deposit account for and in the name of this corporation or organization with the National Bank of Washington to deposit therein funds of the corporation or organization and that said account may be drawn on only by check signed in the name of this corporation or organization by one of the following: President,, Treasurer and Secretary and countersigned by one of the following: President, Treasurer and Secretary." (Macandrew/Breitenfeld)

Authorization to continue a safe deposit box was transferred from Mr. Hough to Mr. Richards and extended to include Mr. Harley as well as Mr. Fellows, whose name is already on record. (Harrison/Cordier)

COMMITTEE ON WOMEN IN NAEB GOVERNING STRUCTURE

Mr. Fellows reported that Mr. Harley had appointed a membership committee, composed of Miss Florence Monrow, Miss Elizabeth Young and Mrs. Mary Helen Umolu, to study the role of women in the governing structure of NAEB and throughout public broadcasting.

REPORT OF MR. MARQUIS

Mr. Marquis called attention to the Report of NAEB's Compressed Speech Study which is attached to these Minutes. He also mentioned that Copyright hearings would be held soon in the Senate, that S 1090 had been introduced by Senators Magnuson and Pastore (a 2-year bill introduced March 6, to extend the Public Broadcasting Act at $55 million for FY '74, $75 million for FY '75, and $25 million for each of 3 years for the Educational Broadcasting Facilities program), and introduced Mr. Stephen Millard, the new Director of Information Services.

The Committee adjourned at 4:40 p.m.

Respectfully submitted,

James A. Fellows

James A. Fellows

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
OFFICE OF THE PRESIDENT

Resolution of the NAEB Executive Committee

It is clear that public broadcasting is entering a time of rapid, dramatic change. All of its national organizations appear likely to be affected, including the National Association of Educational Broadcasters. With that in mind, the NAEB executive committee wishes to emphasize the following points:

(1) The heart of any organization is people. NAEB's tradition of service and achievement reflects the continuing dedication and talent of its Washington staff. The executive committee affirms its active concern and sense of responsibility for the professional welfare of those individuals.

(2) The mission of NAEB is professional service. Whatever organizational changes may take place in coming months, the specific services this association has performed must survive. The executive committee resolves to insure the continuation of those services--for institutions and individuals, and for all media--by any means necessary. The committee directs the NAEB staff to explore and recommend alternative ways of accomplishing that end.

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NAEB OPTIONS

Presented by William G. Harley to the
NAEB Executive Committee
March 7, 1973

A - Remain an independent corporation or

B - Merge with the new structure.

OPTION A - Maintain the NAEB as a separate professional society, minus TV station membership (and ultimately, possibly, radio) but retaining membership for individuals, instructional systems, and industrial associates. Institutions operating other systems in addition to a TV station could hold membership in Instructional Systems and, if Radio stays in NAEB, in NER. Continue to provide such professional services as the membership are able and willing to support; add or expand such services as TOP* will contract for or which foundations might help fund.

OPTION B - Merge NAEB with TOP, giving up its independent corporate status and become a Division of Professional Activities, operating under a Vice President answerable to a President, who reports to an all Lay Governing Board of TOP. Retain NAEB identity but with any board elected by the professional membership to have only an advisory function. Presumably some of its professional members might attend meetings of the lay board and might have one or two alternates who could vote at meetings of the lay board when some of its members were absent. Budget would be determined by TOP Board to furnish certain professional services for the entire enterprise. Membership services would be continued for individuals, instructional systems and industrial associates. Certain central services, such as accounting, bookkeeping, billing, office machinery, etc. would be shared with other divisions of TOP.

* The Organization Proposed

PROS AND CONS

Option A - Independent NAEB

Pros:

1. Maintains its freedom and independence as a corporation with an elected board including professionals that have complete control of its budget, policies, and staff.

2. Serve its members, now that stations were out, without management-labor conflict problem that has always caused some difficulty.

3. Continue to speak out as an independent voice to Congress, the FCC; continue to maintain membership in EMC, JCET, EBU, UNESCO, etc. and provide input in these and other arenas of influence affecting our interests.

4. Be able to serve as the conscience of the industry, raising questions or criticizing CPB or TOP if indicated.

5. Be free to pursue concerns related to the overall benefit of the field without domination by TV Trade Association: Telecommunications, for example.

6. Maintain uninterrupted performance of function and preservation of staff. Merge later if independent operation doesn't work out.

Cons:

1. Without ETV stations, NAEB has questionable viability or at least continued activity at rather low and inconsequential level. An independent voice, but is anybody listening?

2. Puts NAEB in an outside-looking-in situation - removed from direct connection with power structure in public broadcasting.

3. Independent operation means devoting high proportion of scarce funds to housing, office machinery, etc., as well as for duplicated services and redundant activities and staff. NAEB could end up as just one of hundreds of little association activities in Washington, existing as marginal operations of enormous insignificance.

4. Heavy dependency on contract with TOP with no guarantee such contract funds will be continued.

5. Possibility that TOP would sooner or later undertake some or all of NAEB services itself, thus usurping our functions and removing a principal source of income.

Option B - Merger

Pros:

1. Advantage of being part of a new single unified system; be on the inside, one of the family, with approval of Ford, Congress, lay governing board group, etc.

2. Be attached to the power structure with possibility of sharing in power.

3. Have the opportunity of influencing from the inside - providing leadership in professional concerns broader than TV station interests and countering trade association attitudes.

4. Be part of a broad constituency organization, with consequent political and fiscal advantages.

5. Have a base that affords relatively greater fiscal viability and the possibility for better and expanded support beyond the level yet attained; hence the likelihood of higher quality and enlarged service.

6. Merge now with maximum possibilities for transferring staff and obtaining whatever benefits derive from being in at the start, of being a "charter member" of the new group.

7. After 18 months, there is provision for orderly modification of board structure and the chance of obtaining professional representation at the policy level.

8. Can pull out later if the merger doesn't work.

Cons:

1. Compels the dissolving of a 48-year-old corporation with a long tradition of independence and record of achievement.

2. Hands control over the professional activity to amateurs who may turn out to be another NET Board, inaccessible and immune to advice or petition.

3. Surrender of independence may be too high a price for possible security and support.

4. Dilution of the NAEB into a broader enterprise whose thrust will be TV station oriented and dominated.

5. After merging as a part of response to a temporary political situation, the circumstances dictating this course might recede; meanwhile, we have destroyed an enduring institution and have no base extant for ready refuge.

6. The alleged benefits don't compensate for giving up our own organization, made by, run by, owned by the professionals and operated for their benefit and in the interests of the whole field.

7. It just plain hurts like hell to dismantle what you've spent so much of your life building.

PERSONAL OBSERVATION

I support the drive to develop a single powerful voice to speak for the TV licensees and to confront CPB on their behalf. Public TV is under attack and it must respond as effectively and as fast as it can. Whatever is necessary to stop the steam-roller and hold the fort must be done. Reorganizing to maximize the fire power of lay board members appears to be the best bet for ETV at this critical moment.

But television is not all of public broadcasting! And the rest of the enterprise is the responsibility of NAEB, together with the continuance of various professional activities of importance to the whole field.

Organizing to represent the TV licensees in matters affecting programming and program distribution is the thrust of the Rogers' initiative and the point of the Palm Beach Accord. And, while he is concerned about Radio and recognizes the importance of professional services, these are not in the main stream of his concern and, at best, are matters to be dealt with at a future time. Given all that, where does NAEB go?

This question forces us to think about our mission and what sort of structure is most suitable. Form follows function. NAEB's mission is to advance the use of communications technology for social purposes; it follows that we should dedicate our future task to a more important question than survival. Jim Fellows has suggested that this be the validity of the telecommunications concept. Institutions interested in public uses of modern communications technology will increasingly employ a comprehensive approach - multiple channel delivery systems, multiple media production and utilization capacities and related services.

Mr. Fellows' memo points out that we already have evidence to indicate our institutional members view this as a growing trend: attendance at the Telecommunications EBI, requests for supporting papers and reference materials, interest in expanding the facilities program to make other technology eligible for federal support - all these suggest that there is a growing recognition that it is no longer sensible to place exclusive emphasis upon radio and television broadcasting.

At the same time, there are special needs that relate to broadcasting operations that must be attended. Presumably these services - particularly related to national programming and distribution - would be taken care of in the new system as well as the licensee representation role now carried out by ETS (and NER).

Fellows suggests that we update NAEB to become NAET, the National Association for Educational Telecommunications (or some such). This structure would continue to have both institutional as well as individual members. Institutional memberships would be reserved for licensees operating more than one-channel delivery systems: radio-television combinations, dual-TV operations, multiplex radio services, closed-circuit and cable feed systems, etc. Associate memberships would be for institutions operating one-channel systems but interested in moving toward expanded service. Individual and Associate memberships would continue as is.

Individual memberships could be doubled or tripled. There are 9,000 individuals in educational stations and probably 20,000 all told who have an indirect or peripheral interest in the field. However, I believe that NAET should not become an organization of individuals only; a part of NAEB's distinction is that it has successfully combined management and labor and helped realize individual objectives through the advancement of institutional goals.

What services would be provided and how would they be financed? Many of the professional services and some of the current services now provided by ETS and NER staffs would continue or expand. But the emphasis would be upon specific rather than at-large representation that is our present major preoccupation. The representation of TV licensees and their concerns about program, interconnection, etc. would no longer be our responsibility. NAET would not be licensee-oriented; that would be TOP's role.

Support would come from three basic sources.

1. Annual dues from institutional, associate and individual members.

2. Annual fees for special services (e.g., Office of Engineering Services)

3. Unit charges (e.g., personnel service, convention registration, publications, consultancies, etc.). Charges to members at preferential rate but non-members could purchase services as well.

Supplemental income would be sought from foundations and project activities, but these funds would be add-ons and would not be counted on for basic support.

The Fellows memo was given sufficient endorsement by staff to warrant a special staff task force which is now developing a paper on costs, staffing, services, market potential, etc. for early staff attention.

Finally, I suggest we look upon the current situation as a way of making a virtue out of adversity. Let us move forward to seize this opportunity to accelerate moves that might otherwise have failed or taken decades to accomplish through evolutionary processes:

1. The development of a new unified structure to represent the broadcast licensees, exploiting the power potential of lay board members and,

2. the development of a companion organization serving the professional needs of all elements in the field and fostering the public telecommunications concept for the future.

It is appropriate to examine the whole range of emerging possibilities and not act with precipitate haste. We need to trace out and assess the impact of new approaches on related activities in order to predict how effective the new set of interacting elements will perform.

It is also wise not to break completely or even substantially with the past, but to rectify weaknesses and build upon present strengths. It is non-pragmatic to believe that a totally new system can spring forth full-grown and be capable of meeting all our needs. Educational institutions are more evolutionary than they are revolutionary.

NAEB has demonstrated in the past that it is fully capable of generating modifications that are constructively responsive to altered circumstances and reflect our awareness of changing necessities. Nor should we take the easy or most expedient way.

What we must do is to act, rather than merely react, and exert the power of creativity that shapes a system to fit the times and need.

3/15/73 -WGH

SCHEDULE OF UPCOMING EVENTS

March 28-29	Public TV Stations meet in Washington to consider forming new licensees' organization.
March 28-29	Hearings on S1090, the Pastore-Magnuson Public Broadcasting financing bill for FY '74-'75.
April 5-6	Meeting of NER Board, Denver
May 21-24	Public Radio Stations meet in Washington.

found with Region II mins (April 1955)

CONFIDENTIAL NAEB POLICY STATEMENT

The National Association of Educational Broadcasters is composed of institutions, groups and individuals dedicated to the raising of the general cultural and edu cational level in our American society through educational radio and television broadcasting.

Implementation of this general goal is brought about through programs and services designed to achieve certain specific objectives. These are:

1. To provide leadership in all areas of educational broadcasting, representing both public and private interests, and supporting and protecting the rights of educational broadcasters.

2. To interpret the role of educational radio and television broadcasting to the modern world.

3. To participate in developing, producing, and exchanging quality programs with a serious purpose. To experiment with new program ideas and techniques. To encourage dissemination and utilization of programs with a serious purpose.

4. To encourage support of educational radio and television broadcasting and its role in a modern society.

5. To provide consultant services in areas of management philosophy, programming, engineering, legal problems, licensing, etc., and to coordinate information exchange in this area.

6. To foster research and evaluation as an aid to better programming and better education for both producers and consumers of educational offerings in wireless communications.

7. To promote the professional advancement of educational radio and television personnel through:

    a. Fellowships and scholarships
    b. Professional workshops and seminars
    c. Internships
    d. Establishment and encouragement of professional standards
    e. Consultation services to educational stations by teams of experts
    f. Operation of a placement service for educational television and radio

8. To cooperate with other institutions, organizations and individuals in the use of radio and television broadcasting in raising the general cultural and

educational level in our American society. Assisting them in coordinating or developing workshop, committee, and general advisory services.

9. To cooperate with other educational institutions and organizations in the use of supplemental radio and television materials for the advancement of education at all levels.

10. To foster international understanding through full and effective use of radio and television programs with a serious purpose.

11. To coordinate and supply leadership for the efforts of the several organizations and groups working in behalf of educational television and radio broadcasting.

Appendix II

MINUTES, NAEB, REGION II MEETING, ATLANTA
APRIL 1-2, 1955

Region II Membership of NAEB, met in Atlanta, April 1-2, in the WABE studios, City Hall.

Present were: Haskell Boyter, Atlanta; Vernon Bronson, Miami; Paul Carpenter, Jr., Atlanta; Ken Christiansen, Southern Regional Education Board, Atlanta; Roy Flynn, Tallahassee; Al Gaines, Atlanta; Margaret Kilian, Atlanta; Lillian Lee, Atlanta; Ken Wright, Knoxville; Earl Wynn, Chapel Hill; John Young, Chapel Hill, and Frank Schooley, President of NAEB.

Earl Wynn, director Region II, served as Chairman.

The tentative agenda for the meeting was approved. The morning session was given over to a discussion of "NAEB Members Look at the National Organization and at Themselves."

There was general agreement among the participants that a policy statement of the national organization should emphasize:

1. that educational broadcasters are first of all educators.
2. that educational radio and television have the same authority and same responsibility as the institution which they represent.

Further such a statement should by implied or explicit purpose encourage any institution which broadcasts to become NAEB members. Such a policy statement also should be designed to position radio and television as broadcast media of equal potential and responsibility. There was a feeling among some of the members that the breech between radio and television was reaching dangerous proportions. Therefore, the national organization ought <u>not</u> to close its eyes to this problem.

The policy statement of NAEB should honestly interpret NAEB's representation of the low power station. Recognition was made of the feelings expressed by the High Point and Greensboro operations through Mr. Young namely, that NAEB doesn't concern itself with the problems of the 10 watter.

A sub-committee, Bronson, Chairman, Gaines, Kilian, and Christiansen were appointed to do a redraft of the NAEB policy statement.

The afternoon meeting was concerned with programming. Without considering mechanics of distribution, consideration and discussion was made of what programs now being produced are exportable and could be used by other stations in the region. The program offerings of the several stations were reviewed with this matter of exportability in mind.

Although only station WUNC (University of North Carolina), WABE (Atlanta Board of Education), WUOT (University of Tennessee), WTHS (Dade County Board of Public Instruction), and WFSU (Florida State University) were represented, it became clearly apparent from the number of programs now being produced by these five stations that there are a great many programs in Region II of considerable value not only to other stations in the Region, but perhaps also through the NAEB Tape Network to the whole national family of educational radio stations. The programs mentioned are too numerous and involved to describe here. There were, however, twenty programs named and described which in the opinion of your director are exportable.

Special emphasis and interest were given to programs in the special events category, i.e. famous speakers, musicians, etc. appearing on various college campuses and in public school auditoria in the Region. It was thought that these programs could and should be shared by member stations of the Region.

Discussion then was centered on gaps in the programming schedules. Some suggested needs were:

Flynn: (1) Educational radio and television promotional programs
(2) "Specialists" programs--utilizing outstanding authorities in the several fields implementing the idea of "Campus-South or Campus USA."
Boyter: American History Series (Dramatization)
Gaines: Programs at high school level.
Young: In-school broadcasts (Although he modestly admitted a fault common to most of our operations; he wasn't exploiting all the resources he had available to him right on his own campus.)
Killian: Supplementary reading
Lee: Exchange of information on program schedules.

The Chair appointed Wright (Chairman), Boyter, Lee, Young, and Flynn as a sub-committee to draw up recommendations re: programming.

Friday evening and for an hour Saturday the sub-committees met. Reports and committee recommendations were heard and discussed by the Committee of the whole.

The following actions were taken by the group:

Lee, Bronson: Moved the adoption of the policy sub-committee revision and that the revision be sent to NAEB Board for their consideration and adoption. (Statement as adopted is attached.) Motion passed.

The programming sub-committee made two recommendations:

1. Program exchange in the special events field be initiated immediately on an informal basis: the station initiating the program send a brief announcement to all member stations in Region II as soon as the program has been set for broadcast, giving program information, length of program, nature of event, personality involved and like information. Those stations wishing to carry the program would then send a blank tape to the originating station which in turn would record the program or programs. Recommendation was approved.

2. Regional director was asked to secure from each member station in the Region a list of programs, including titles and full description, considered exportable. This information would be compiled in the regional office and made available to all member stations in the Region. Requests for any of these programs would be made to the originating station as follows:

   a) request for audition program, blank tape included;

   b) if audition approved, request for series, blank tapes included.

   The regional director would take the responsibility of keeping record of programs available to the Region up-to-date. Recommendation was approved.

Frank Schooley offered services of the National Office in drawing up a clearance for broadcast form which could be used to secure the release and broadcast permission.

Young, Bronson: Moved that director of Region II encourage all region membership to support as individuals, by writing Congressmen urging passage of Senate Bill 1292 re postal regulations for sending tapes, pointing out the particular interest this should have for Region II because of distance from NAEB headquarters. Motion passed.

Bronson, Young: Moved election of Regional director should be by mail ballot of region membership and constitution changes necessary to effect this be initiated. Motion carried.

Bronson, Flynn: Moved that this meeting go on record to extend a vote of thanks and appreciation to Haskell Boyter and the staff of WABE and to Kenneth Christiansen and the Southern Regional Education Board for hospitality, cooperation, and services performed in the conduct of the meeting. Motion carried.

Christiansen, Wright: Moved that Region II express appreciation to NAEB headquarters and particularly President Frank Schooley for his attendance at this meeting and encourage similar participation in future meetings of Region II.

The matter of future meetings was discussed. It was generally agreed than an annual meeting would be helpful and a decision for annual meetings was informally made.

NAEB POLICY STATEMENT

The National Association of Educational Broadcasters is composed of institutions, groups, and individuals who believe in and support education, and are dedicated to the use of the broadcast media in the effort to raise the educational and cultural level of American society.

As educators who broadcast they:

1. Acknowledge the necessity of both authenticity and responsibility in the use of the broadcast media.

2. Provide leadership in all areas of educational broadcasting.

3. Support and protect the rights of educational broadcasters.

4. Interpret the role of educational radio and television broadcasting and encourage its support.

5. Participate in developing, producing, distributing, and utilizing quality programs.

6. Experiment with new program ideas and techniques.

7. Provide consultant service in areas of management, philosophy, programming, engineering, legal problems, licensing, and coordinate information exchange in these areas.

8. Encourage research as an aid to better broadcasting.

9. Promote the professional advancement of radio and television personnel through:

    a. Fellowships and scholarships.
    b. Professional workshops and seminars.
    c. Internships.
    d. Establishment and encouragement of professional standards.
    e. Consultation services to educational stations by teams of experts.
    f. Operation of a placement service for educational television and radio personnel.

10. Cooperate with other institutions, organizations, and individuals in the use of radio and television broadcasting in raising the general cultural and educational level.

11. Foster international understanding through production and exchange of radio and television programs.

A REVIEW OF

SOME PROBLEMS IN EDUCATIONAL TELEVISION

October, 1954

Richard B. Hull
Stations WOI-AM-FM-TV
Iowa State College

THE BACKGROUND OF THE DREAM

In the early 20's, as radio program broadcasting began to become a factor on the American scene, many educational agencies and institutions entered the field and established broadcasting stations of their own. The process is fairly well described in White's "American Radio" part of the University of Chicago Freedom of the Press Report under a chapter headed "The Light that Failed". This report pointed out that nearly 200 institutions had at one time achieved broadcast licenses but that by the early 1930's the number had diminished to under 40 institutions. Licensees initially had included boards of education, colleges, universities, etc.

Actually several factors leading to this disappointing attrition were at work:

1. Many of the licensees were in fact not broadcasting enterprises at all, but rather the licensed experimental activity of a physics department or an electrical engineering laboratory.

2. When the actual day-by-day program realities began to impinge on these stations--for both philosophical and fiscal reasons--they ceased to be.

3. Many educators failed to see the tremendous potential in radio broadcasting and measured the future opportunities against the-then-existent performance standards of commercial stations whose program fare was by and large cheap and distasteful to them.

None of the "great" universities such as Yale, Harvard, Columbia, the University of Chicago, etc. ever operated stations of their own. Significantly most of the survivors of the 30's were Land-Grant College institutions where the chartered obligation of the school was to serve "all of the citizens of the state, not those on the campus alone". Hence, the concept of wide-audience service as opposed to the "cloistered hall" concept of the normal liberal arts institutions made such a medium as radio more understandable as a device for a Land-Grant college to use.

The hopes were high in the early days and as one individual put it, "educators set up stations expecting the thirsty thousands to come and drink from the fountain of learning; however, while the waters flowed the citizens were drinking from other sources, wooed by the strains of music preceding plugs for toothpaste and other items of commerce".

The NAEB and other organizations in an early day developed an elaborate plan of national organization for educational broadcasting with a pattern of foundation financing which has elements of similarity to the present educational television development. Unhappily, much of the money in the 20's and 30's went into an unrewarding kind of research. A great deal of time and money were spent on "evaluating educational programs" when obviously the crying need was to create and produce educational programs of some merit and quantity, according to the best current judgments available--and then to really display them. It was as if the Metropolitan Opera in its initial New York performance had put up a tent, pared the budget for "Il Trovatore", eliminated half the cast and all the sets, used a five-piece "combo" instead of the full orchestra, and then spent thousands and thousands of dollars to evaluate the effect upon

the audience. (There is now and has always been much information of an empirical sort equivalent to the skills and judgments of any competent city editor which applies to these situations, but the academic mind has somehow been consistently blind to these sociological verities--if there are verities in sociology.)

As late as 1942 some educators thought it to be a self-evident fact that any "good" program or any worthwhile subject matter would of necessity attract a small audience. The fact that this was often merely a rationalization for bad performance escaped these would-be analysts.

Radio broadcasting in the United States before World War II developed 900 stations, but educational radio had failed to enjoy a proportionate growth. There were only 30 odd AM stations. While much was written and spoken about the problems and the opportunities, many gatherings were held, and many institutions in one way or another participated, the inescapable fact was that educational radio was not a vital factor in United States life, although almost everywhere one could get admissions that it should be.

In some instances smart and ruthless commercial operators skillfully stripped the radio facilities away from institutions which did not value or could not hold them. Columbia University, for instance, at one time refused as a gift what is now the NBC key radio station in New York. The University of New Mexico was gradually infiltrated and finally lost its facilities to an adroit commercial operator. Iowa State College similarly approached in an early day placed a value of a million dollars on the radio facility and scared off such intruders.

In the 40's a renaissance in educational broadcasting began to take place, beginning with the work of Harold A. Engel of the University of Wisconsin who set a goal of 100 institutional members for NAEB during his term as president. He had been active in the move to reserve FM channels for education when FM was thought to be a "white hope" for United States radio. Hull of Iowa State College, Siegel, Communications Director of New York City, and Graydon Ausmus of the University of Alabama inherited his successful work as the succeeding presidents and carried on the same aims. NAEB began to get an organization of national scope instead of a "social club" of station managers. (Just before the war a national meeting of NAEB members brought 9 people from the entire country. Now such meetings bring 200 or more representatives and people.

At the Rockefeller Seminar at the University of Illinois several years ago the basis for most of the development leading up to the present situation for the NAEB and educational television was established.

(It should be noted that the renaissance of the NAEB was a major factor in leading Wilbur Schramm, Dean of Communications at the University of Illinois, Morris A. Novik, New York radio consultant, and others to consider and seek financing for such a seminar, e. g. much had happened to substantiate the idea of holding a seminar.)

From that meeting came some remarkably basic conclusions and predictions about the future of educational radio and television in answer to the basic seminar question--"Where, if anywhere, is educational radio going?".

I will mention only one item which is illustrative. It was concluded that if television in general develops as a prime factor in United States mass media radio will be placed in an inferior, competitive position--and that commercial radio, in order to survive, will embark on specialized programming of the kind now done by educational stations--and that many, if not most, educational institutions will find television inordinately expensive.

Study of the report of this seminar is a rewarding undertaking. The seminar especially deserves notation as a sociological device which did merge, blend and integrate educational broadcasting thinking to a greater degree than had ever before occurred. (There did appear to be common goals and a common purpose--and it was from this setting the NAEB began an approach to what we thought was a universal goal.)

It is doubtful now if any repetition of this sort of seminar situation could result in the same kind of conclusions or activity. All of the actors are older--they are playing different roles and time has moved on in many ways.

A repeat situation would call perhaps for a smaller group to arrive at some orthodoxy--and subsequently their role should be to set up meetings and contacts to implement the orthodoxy and procedures, not more and more "bull sessions".

In 1949 the NAEB and its attorneys issued the first petition to the FCC asking for set-asides of educational channels. NAEB tried over a two-year period to get positive expressions of interest from institutions, and being unsuccessful it was decided to petition for set-asides in the UHF bands which were then unwanted by anyone on the basis NAEB wanted to stake out a claim which would still be inviolate when institutions were ready to use the frequencies perhaps 10 years later.

The full movement for educational television then began to get underway. Frieda Hennock and others initiated moves to get VHF as well as UHF reservations for the sake of real effectiveness. This made a great deal of sense in an industry where the practical standardization was on VHF not UHF. It failed to make as much sense, however, when New York and Los Angeles were not included in the FCC re-allocation moves and similarly in some smaller cities.

The rest of the history is familiar up until the present time insofar as times, places, and organizations are concerned.

The background comment should end with several other observations:

1. The growth and enthusiasm of educators, civic leaders, "do-gooders", and hopeful malcontents for educational television paralleled and far exceeded the earlier history of educational radio; so likewise has foundation financing.

2. Educators who never had an interest in radio developed such an interest in television--its promise an an educational aid or device was much more readily seen.

3. The interest demonstrated in #1 or #2 above was and is perhaps fatally

weakened and threatened due to several factors:

a) Very few of these people ever understood in radio or do understand in television the practical and basic exigencies required in operating a broadcasting station in terms of the psychology of small and/or large units of the listening-viewing public, in terms of the technical requirements of these media, or in terms of the fiscal problems involved.

b) Many supporters of the movement repeated the errors demonstrated earlier in educational radio broadcasting by becoming pre-occupied with non-commercial as opposed to commerical broadcasting and failing to recognize semantic difficulty in their prejudices.

Similarly they were bound, not only to the myopia of their particular academic backgrounds in terms of taste levels and considerations of program content, but very often assumed their own projection of a particular set of subjective notions about education was a "universal". Thus without terms defined, confusion was and is still rampant on "ends" as well as "means". (The confusion did not substantially exist when educators banded together to secure the FCC educational reservations; here the goal was clear--they were not united to produce educational television--they were united to win a victory from the FCC based on the assumption that having won the victory they could proceed toward what they thought was a clearly stated goal.)

4. The best idea of all died aborning, e. g. the suggestion that the Ford Foundation purchase the then struggling ABC Network for its television outlets and use this as a framework and a nucleus, cluster all educational television development around it; thus affording to paraphrase the British a "fourth program service" which has been in no way like the BBC or for that matter like any United States system.

(Interesting isn't it--and semantically significant--that the British use the words "program service"? American educators find a connotation in "service broadcasts" which they somehow tend to deplore.)

THE PRESENT SITUATION IN EDUCATIONAL TELEVISION

NO WORKING DEFINITIONS

One of the greatest difficulties in attempting to evaluate the present situation in educational television is the apparent fact that no common set of goals exists. There is no single clear-cut concept of what constitutes a good educational television station operation, or how many such operations should exist, or even what they should do when and if they do exist.

Apparently the only two words in this field which have common acceptance are "educational" and "television".

On the word "television" there appears to be the least confusion. Nearly everyone is prepared to admit that the word describes a process whereby sound and sight is electronically broadcast through the air.

On the word "education" there is a great deal of confusion. In the United States this is a very broad term which covers a multitude of virtues and sins.

Obviously "education" as used in context with television is a virtue word. It is a banner under which we can rally, and it is generally acceptable as a good and supportable thing for the same reasons as are "truth", "beauty" and "justice".

Because of this fact, there has been a great deal of difficulty in attempting to define what an educational station should do. During the period of organization, fund-raising and drum beating boards of education, civic-minded citizens, professional educators, etc. could all support the idea of "educational television". When the situation began to particularize and deadlines began to rear their ugly heads, one could find a multitude of ideas about the implementation of the project. To one supporter this meant Shakespearean drama, to another illustrated lectures in algebra, to another "great books", to another "forums", to another "nothing popular", to another "in-school supplementation", and to another "high standards" and only "good programs".

This sort of confusion is familiar enough to any sociologist or social psychologist, but left undefined is likely to result in complete and hopeless confusion in the development of educational television. Success and failure cannot be measured or even defined for measurement and the statement of a program policy becomes merely an exercise in rhetoric in the absence of a definition.

Webster's Dictionary does not offer a great deal of help nor do several bookshelves of texts on the subject of either education or television in reaching a universally acceptable definition--nor would one expect them to.

A SUGGESTED APPRAISAL

A glance at Webster's Unabridged Dictionary is useful, however, and I quote page 818 .....

Education n. L. educatio. See Educate
1. The process of nourishing or physically rearing a child or young animal. Obs.
2. Act or process of educating; specif.: a Obs. The process or manner of training youth for their station in life. b The impartation or acquisition of knowledge, skill, or discipline of character. c Act or process of training by a course of study or discipline; as, a common school education.

To prepare us for complete living is the function which education has to discharge. H. Spencer

3. The training of animals.
4. a The course of instruction and training transmitted in education; as, a college education. b The totality of the information and qualities acquired through instruction and training, which further the development of an individual physically, mentally, and morally; as, a liberal education.
5. A science dealing with the principles and practice of teaching and learning in general or in special subjects; the study of the physical, psychological, sociological, and other facts and laws involved in educating as a profession; as, a department of education.
6. F. Education. The rearing of insects, as silkworms, or the culture of bacteria; also, a group, or culture.

SYN.--Education, Training, Discipline, Breeding. Education is the general and formal word for schooling of whatever sort, esp. as gained in an institution of learning; Training suggests exercise or practice to gain skill, endurance, or facility; Discipline, severe and systematic training, esp. with a view to right conduct or prompt and effective action; Breeding, training in the amenities and courtesies of life (esp. through habitual intercourse with those who practice them); as, a college education, technical education, education in the school of life; a manual-training school, a training ship, he has had excellent training; military discipline, the study of Latin affords valuable mental discipline. Cf. Instruction, Civilization.

Of the statements above I think two especially appeal to me:

1. The totality of the information and qualities acquired through instruction and training which further the development of an individual, physically, mentally, and morally; as a liberal education.

2. The Herbert Spencer quotation: "To prepare us for complete living is the function which education has to discharge."

I think both of those provide a basis for planning and evaluation, modified as they must necessarily be in terms of the skills, traditions, facilities, and resources of the licensee of the television station and by the special needs, interests, and wants of the people whom a particular station serves in a particular location in the country.

To the foregoing must be be added some common agreement on common themes which are useful, necessary, and wanted by the country as a whole if we are to have any kind of national television service educationally.

DIFFICULTIES IN EDUCATIONAL PERSPECTIVE

If one accepts either or both of the foregoing definitions, he can proceed to establish a set of working standards for an educational station in terms of program content and substance.

Educators, working through the more traditional channels of education, seek in various ways to implement their ideas and concepts. The devices are many, and they are used on many levels. The simplest and most commonly used technique is that of the teacher, the textbook, and the class which appears in many variations. Actual learning, however, or the process of becoming educated, is a phenomenon which takes place--if it takes place--in the individual himself. It is, of course, for the individual a process which includes many, many learning experiences other than the formal ones which the educative process endeavors to set up and direct.

Now the point of all this is simply that where educators do function in formal and traditional ways they use, within the confines of the classroom or the laboratory, certain definitely established techniques.

It is seldom, however, that an educator is able to see this process in complete perspective. He is wont to wonder and challenge descriptions of his activities if they are phrased in unorthodox terms despite the fact they do in reality describe what he does; he finds it even more difficult to apply or modify his techniques if the "classroom" situation changes.

Hence, if one describes a teacher as a performer who is attempting to reach an audience, one may encounter incredulity. If one states that this performer may or may not be "skilled", "entertaining", "captivating", or "able", and that the audience may be "entertained", "bored", "amused", "intrigued", or "disgusted", theteacher in question is likely to be annoyed with what he will term a "cheap and popular" characterization of his efforts and his class.

Yet substantially this is the situation--and a class is in fact a "captive audience", however specially it is motivated and compelled. The teacher is a performer who may or may not be a successful leader, interpreter and authority.

That captive audience, for instance, which one professor may describe as a "chemistry class" may 10 minutes later be regarded by another professor as a "literature class". Five hours later elements of that class may be regarded as a "religious group" by one of the student church workers, as a "morally irresponsible group" by the campus policemen, and viewed with approval as a "cultural group" by the curator of the university art museum.

GOALS ARE CONFUSED

The educational fraternity can group itself under the broad banner of "education" when ignorance is the enemy; it can collect itself under the NEA if public schools are threatened; or it can assemble under the American Council of Education for a variety of reasons. Yet in such a cluster one finds such diverse and special-interest organizations as the Association of Land Grant Colleges, whose preoccupation is with science, agriculture, and mechanic arts, seated across the table from members of the Ivy League whose tradition and purpose is quite different, together with a representative of the chief state school officers organization.

It was under the amazingly unified banner of the Joint Committee on Educational Television that "organizations of organizations" grouped themselves in the interest of securing educational television channels. However, as previously noted, the unified effort was not in terms of educational television per se but in terms of securing the means whereby to carry on educational television.

Once the job was accomplished one can well believe the specific goals of the parties concerned were so different and specialized as to require all of the channels so secured and more. Crudely speaking, it is as if a unified effort had been made to secure automobiles for 246 individuals who, by nature of the respective characters they alleged, were more deserving of having automobiles. All of them protested they were going to be "good, conscientious, and enlightened drivers" whose cars would carry cargoes of "admirable, useful and virtuous goods" as opposed to other drivers who obviously intended to use their cars not only to carry questionable goods but to charge money for transporting the cargo.

The 246 "enlightened drivers" have varying concepts of what constitutes "virtue", not to mention what constitutes a "load", and most of them unfortunately have never driven an automobile. So the critic observes one car with a nearly empty tank of gasoline endeavoring to carry completed and unabridged cargoes of Shakespeare three times each week to a market place of ideas where the demand for Shakespeare needs to be created, and where the demand for child training information, for political understanding, and entertainment are high. Other cars are already there supplying entertainment but nothing else.

EDUCATORS FAIL TO UNDERSTAND THE MASS MEDIA

Granted the foregoing illustration has its absurdities, it adds up to one thing--that most of the educators really know very little about communications techniques and mass group behavior. They commit the common but unforgivable mistake of assuming their own beliefs and taste-structures are either (1) universal or (2) universally desirable. Even granted validity in their prejudice, they do not understand the practical requirements for communicating the prejudice to groups other than their own.

Even such a well-founded and hopeful an organization as UNESCO has grouped under the term "mass communications" elements as diverse as radio, television, the press, libraries, motion pictures and museums. Many educated and erudite people I know find no confusion or contradiction in that grouping.

Astoundingly in the midst of the 20th Century when the overworked term "fifth estate" has become a reality, educators still indulge in "cloister thinking". They are so naive as to imagine they have the choice of "washing their hands" of participation in the mass media, or if they do engage in so-called mass communications they can name their own ground rules; they believe a few thoughtful efforts on radio or television in a few places conducted roughly by the standards of the books they write or the classes they teach will have a real effect in the tossing maelstrom of a public which is bombarded daily and weekly with fabulously financed emotional appeals embedded in carefully contrived entertainment.

BASIC CONSIDERATIONS OF MASS MEDIA

I, too, have been the victim of my own myopia in this area. It seemed obvious to me--almost an "a priori" concept--that a national educational television service

in order to have any effectiveness at all must take certain steps and follow certain empirical rules of broadcast communication. (It is painfully apparent to me that what I and many other broadcasters and telecasters regarded as necessary and inevitable "first steps" in setting up such a structure--as basic as building a foundation for a house before erecting the walls--was by no means generally understood--and as a matter of fact was sharply challenged.)

Let me state these points:

1. A radio or television broadcasting station is simply a device which has the potential of conveying information of one kind or another from one place to another.

2. A radio or television station is not an instrument of mass communication unless viewers or listeners have the reception facilities to receive the information; certainly unless significant numbers of viewers or listeners in fact do tune to and receive with some degree of regularity the information broadcast or telecast, there is no audience.

3. The instrument of communication, e.g. a radio or television transmitter, a printing press, a movie camera, is merely an instrument. It is effective or ineffective, moral or immoral, shoddy or exalted, in direct proportion to the skill, the understanding, the resources, the motives, and the morals of those who control and operate it. (Today many educators and critics stillmake the absurd error made by their predecessors in judging radio. They decry the product they see on certain commercial screens--and then reason that television is "bad" instead of understanding that the given program merely reflects management, resource and policy.)

4. "Mass communication" is in many ways an unfortunate term. "Mass" means many things to many people. It has semantic value significance to some of the erudite which tends to make them regard any really large group of listeners or viewers as a somehow degraded group. Excellence and appreciation of excellence is construed to be possible only when the numbers of audience are small and specialized. It is an unfortunate and loose generalization.

5. The economics of mass media devices make it perfectly apparent that any "mass communication" whether it be radio, newspaper or television must reach groups of people whose total numbers can be measured in thousands of units and not scores of units. The necessary capital outlay and cost of operation of these devices, even in their simplest forms, make this measure of audience a requirement and a necessity; otherwise more traditional forms of communication, e.g. books, classes, discussion groups, etc. must be employed.

    a) Educators frequently are unthinking and naive in their mental stereotypes of "mass". For instance, an audience of 50,000 to 100,000 viewers or listeners might be tremendous in university classroom or convocation comparison terms. For the average commercial broadcaster, on any regional basis, this is a disappointingly small and almost useless total.

6. In the United States people tend to listen or view stations for the following reasons in the following order of importance.

   a) Strength or accessibility of signal of the station, e.g. ease and clarity with which one station is received as opposed to another. (This factor has special application in terms of UHF transmitters in VHF areas.)

   b) Frequency of the program. All other things being equal, a fairly good program or even a poor program has a better chance of acceptance if it is heard five times a week rather than once; once per week rather than once per month; once per month rather than once per year.

   c) The program itself.

These factors apparently do not prevail to the same extent on the Continent. People do not devote as much time to looking and listening asthey do in the United States. The factor of competition between stations for the listening-viewing attention of the individual is not the same major factor.

In the United States, however, any station must be on the air at regular times, often enough, and long enough to create a habit of listening and looking. As one individual at the University of Michigan said a long time ago, "the University must present programs when the people wish to listen, not when the University wants them to listen".

If one agrees on these propositions, a common concept of educators about television is immediately rendered absurd--namely, the idea of an educational television station being on the air only two or three hours a week (if that is the maximum amount of quality programs it can produce). First, no one can predictably write masterpieces; secondly, the practical effect of such a policy is for the station to completely escape public attention or have to spend time and money in promoting audience attention to its "special occasional features" completely out of proportion to its budget. (The best "promotion" is the continued presence of the station itself with frequent programs which approach, if they do not begin to reach, the "ideal standard").

Obviously educators are primarily concerned with "the program itself" and they regard these other matters as of minor or passing importance. However, having embarked on station operation, the university finds itself in the midst of a very complex activity, no portion of which can be neglected. It is one thing for the University of Chicago to air a single program on NBC where myriad member stations through their 18 hour per day transmitter operations and through days and weeks of presentation of other programs provide a vehicle for airing the Chicago University program to a ready-made audience. It is another matter for that university to assume the obligation of building and operating a station which must carry on the whole business of transmitter operation and maintenance and sustain a schedule of programs of many kinds prior to presentation of the one-time "piece de resistance" the University especially values.

A college information service can fancy itself in the newspaper business through its system of press releases, but it does not have the trying necessity of operating printing presses, collecting news, laying out pages, maintaining a circulation department, etc., which a newspaper faces. Actually, the information service has taken a "free ride" on an already established channel of communication.

An educational institution which attempts to operate its own television station faces all of these trying necessities. The "ride" is not "free"--and unless the necessities are carried out, there is no "ride" at all.

NATIONAL EDUCATIONAL TELEVISION SERVICE

A national educational television service must have certain common denominators in terms of program policy.

Whether one likes the word or not--and many do not--whenever any agency, such as the Educational Radio and Television Center, undertakes to produce a program for more than one outlet, it has entered into the process of syndicate distribution. If that number is increased to serve 10 or 12 outlets, obviously there has to be some kind of general agreement about the kind of program which is being distributed; otherwise there will be no substantial general utilization of it. If there is no generalized usage, the situation becomes impossible on an economic basis.

1. A full national educational television service can exist effectively only if the significant population areas are adequately served or covered by educational television stations.

2. These stations can exist only if something equivalent to a network source of program supply exists.

    a) That network source must provide good programs in some quantity to sustain local and national features of outstanding merit.

    b) That network service by and large must provide programs which are outside the capabilities of the local station to produce, e.g. significant national events, special prestige programs, etc.

    c) Ideally that network should ultimately be equipped to transmit live, not recorded, program features.

If local stations become so specialized and so "precious" they cannot reach agreement with the network on program standards or common denominators, their future prospects are painful to envision.

THE LOCAL EDUCATIONAL TELEVISION STATION

A local educational television station should be on the air as long as possible each day, and as many days of each week as possible, BUT FULLY RECOGNIZING THE FACT THAT IN ORDER TO DO THIS ITS FUNCTION IS FULLY AS MUCH THE FUNCTION OF EDITORIAL SELECTION AND DISPLAY AS IT IS ORIGINAL PRODUCTION.

No existing commercial station or newspaper is ever called upon to originate ALL of its material. Yet nearly every educational television station goes on the air faced with this incredible situation.

COST FACTORS IN PROPORTION TO SUCCESS

Any mass medium--and television is no exception--costs substantial amounts of money to operate. In terms of familiar reference the cost figures seem large to educators and civic leaders. In terms of per person contact the costs are

very cheap when comparisons are made with university press books, normal student contact or extension contact. When compared with capital outlays for dormitories, laboratories, etc. television costs are not high. But the television development is new and even capital costs alarm some supporters.

Much more vital is the problem of continuing support. There must be large amounts of money each year flowing into an educational television station if it survives. It must come from earned income of some kind, from heavy endowments, or from a substantial tax base or other source of regular public income. I can see no effective, long-time alternative solutions such as public subscription sporadic grants-in-aid.

That Board of Education of a community educational television station which thinks $350,000 is adequate to run a station each year would not for one minute consider that sum even a beginning as adequate support for one of the big universities in the city. Yet a full scale educational television station is in effect as complex, and as costly an endeavor as a small university. Such a "Board" could check the figures any day and find a commercial station in the same city which would have a $5,000,000 operating expense per year--and yet not be willing to admit the educational station must in some degree compete with it to realize its audience potential.

THE SEMANTIC BARRIER--"COMMERCIAL AND NON-COMMERCIAL"

"My strength is as the strength of ten because my heart is pure."

--Sir Galahad

There is a belief, strongly held in many education circles, that the "Galahad energy law" applies directly to non-commercial TV stations. This belief overlooks certain considerations, e.g. the good knight wore armor, he had a sword, and presumably ate large quantities of protein to maintain his initial strength. When he set forth to do deeds of valor and virtue he was physically equipped in much the same manner as a "bad knight" and his techniques in battle probably did not differ greatly from that of his various opponents. His motivations, however, were quite different and his goals were praiseworthy.

Too many educators seem to cherish the illusion that theyare completely unique when they embark on station operation. The fact is that they,generally speaking, will not create new laws and procedures but will follow special applications of existing techniques and procedures in television communication. The educator is special in his credo, devotion, and resource, not in technique. He is special in his willingness to use ALL of the techniques instead of a stereotyped few. He is special in his willingness to select and prepare and display that which is best and most significant and most meaningful to the people of our society. But he must first be a good broadcaster or telecaster before he can be a good educational broadcaster or educational telecaster. He is subject to the procedural limitations and requirements of television, many of which have been adopted for the same reason as the conventions of the theatre. The significant item is the content and the purpose not thestage, but the physical and fiscal requirements for making the educational displays available to the public do not differ essentially from the physical requirements the commercial broadcaster must recognize and meet.

If we can accept this concept we can save ourselves a lot of time expended in useless controversy and questionable public relations.

PROTECTING THE CURRENT DEVELOPMENT

If the dream of educational television is to become a reality--and if the progress already made is to be consolidated and assured--several factors of the situation ought to be examined painstakingly.

Certainly all of the agencies which have involved themselves in supporting the development of educational television have a moral and philosophical stake in seeing their point of view justified by the emergence of a sound and healthy educational television structure across the country.

Foundation groups like the FAE have invested a good many million dollars in educational television--presumably on the basis this would be "stimulatory money" and would be matched and carried through by local resources.

The moral and fiscal investments are already so large they obviously demand protection and nourishment. But those investments are presently in jeopardy.

Let us examine the situation in more detail:

1. The commercial attack on educational television is in full swing and is finding most of educational television's weak points.

2. There is incredible duplication of effort on the national scene. For instance--

   a) The JCET, the NAEB, and the Center all have television engineers.

   b) Until recently the National Citizens Committee on Educational Television and the NAEB both tried to run employment services.

   c) The separated and complementary role which presumably each of the educational television agencies should play is inextricably confused, duplicated, and even complicated by rivalry, e.g. JCET, Citizens Committee, NAEB, and the Center, not to mention other elements such as the American Council on Education, the AER, the Southern Regional Educational Association, the U.S. Office of Education, etc. In some cases individuals within these groups frankly do not know what they are doing.

3. Most of the stations on the air or building are under-financed, insufficiently staffed, and in nearly every case, lack a clear-cut definition of their goals and philosophies. Their supporting agencies and boards are in even worse shape insofar as understanding goes, e.g. in "Middletown" a budget of $300,000 for a station should not be viewed with raised eyebrows and feared as "too rich". It should not be a matter of question in some cities whether or not "news" should be part of the station offering. It is incredible to find that "controversial issues" are in many instances excluded from the station's plans.

4. The Center is making excellent progress but the demands of affiliate stations are outstripping its resources.

5. The NAEB training program, and all the rest of the seminars and workshops, are useful only to a point. Until there are trained managers who can agree on some kind of a common denominator principle with respect to the shape and substance of educational television, the whole thing will continue to wallow in confusion.

6. Temporary agencies are becoming permanent, and the duplication already noted, is wasting money. There should be mergers of function and perhaps elimination of some presently existing agencies.

7. Throughout the whole national picture there is too much jealousy, too much individual ego concern, some intellectual snobbishness, a natural tendency for various agencies to perpetuate themselves whether or not their services are really required, and an illusion that travel and motion are synonymous with accomplishment and progress.

8. Seminars, workshops, and "group-thinks" can become a vast waste of time. "Group dynamics" is not the problem nor can a set of working techniques and approaches very well be evolved from group discussion. The real problem is for those who are motivated to get into educational television to learn the realistic requirements and procedures for operating a station. A few competent people need to review all of the present data, discard much of it, integrate the remainder, stipulate some standard operating procedures and concepts which give some promise of producing successful results--and then systematically teach and train prospective station operators in the facts of life.

9. Obviously there is a need to group all of the various agencies and organizations either into a cooperative working arrangement with the elements of cooperation stipulated or to reduce the agencies in number and consolidate functions in whole or in part. Such an "umbrella" organization would doubtless be more appealing to any foundations which might be approached for further support. The difficulties in creating an "umbrella" organization or even a merger of two agencies are apparent. There is a natural disposition for each agency to consider itself "unique" and "sovereign" and relatively indispensable. It will take some very hard-boiled thinking and some genuine sacrifice if the logical conclusion is attained after being recognized.

FINAL SERMON

Paul Lazarsfeld has said "in the 20th Century there no longer is any still small voice without the RESONANCE of mass communications".

Technically in the 20th Century mankind is better able to communicate more information more rapidly than any time in the known history of the world.

The proposition that much of the communicated information is contradictory, worthless, cheapening, confusing, and sometimes deliberately distorted requires little argument.

Obviously devoted, sincere, and intelligent men in all walks of life (and especially educators) have a duty and responsibility to improve and enrich our system of mass communications.

In a republic dedicated to the principle of ballot and the rule of the majority--a part of that Western World of free peoples, engaged (as Barbara Ward has said) in a 500 year old experiment testing whether or not democracy will work--the role of the mass media is supremely important.

Increasingly the "pictures of the world inside our heads" are derived from the television screens.

If those pictures are distorted, or significant portions of the pictures are absent, or if the pictures of the worthwhile and significant are not presented often enough for people to understand and remember, then their concept of the world is completely inadequate to provide any basis for self-government. Indeed another step is for those who control the pictures by default or intent to do the governing themselves.

Educators and educated men tend to shrink from the prospect the acceptance of this responsibility poses--not only because of the fights, the problems, and the difficulties the assumption of such a role suggests, but to a large degree because they do not understand their indicated responsibility and when they face, in fact, the techniques of dealing with a so-called "mass" it appears at such variance with their own well-ordered and cultivated universe of taste, reason, and culture that they blanch at the descent into the market place.

As I have said before, this is not precisely a matter of free choice. Either the educator lives in this world or by absenting himself from it, allows the conditions to be created that will end by destroying not only his special universe but the society that has permitted him this enjoyment.

He does not understand or appreciate how strongly the winds of anti-intellectualism are blowing; nor that the protection he has thus far enjoyed is for other reasons than his own efforts. It is like the United States and the Monroe Doctrine with American patriots fancying their promulgation was effective because they said it, and not because of the British fleet. Can any discerning educator doubt what a McCarthyism come to full flower should mean? Can he doubt what sins of omission or emphasis on any major political or social development would mean? Can he argue that he cannot afford to counter this and should have been countering it via the mass media?

When all this is summarized it means there are several kinds of educational

broadcasting. The include:

1. The specialized, intellectual, and high level cultural programs of the same order and for the same audience as the Saturday Review, the Measure, the Atlantic, the Reporter, and the Theatre have served or are serving.

2. The broadcasts for in-school use--those programs which supplement, enrich and bring unique experiences to the normal elementary and secondary courses of instruction.

3. The formal and informal but systematic programs of continuing education directed at the adult whose interests and capabilities are perhaps somewhat below the levels of #1 above.

4. Programs of general appeal on basic and crucial issues of our time and edited by careful and discerning standards but essentially popular in their appeal.

In this age of crises careful study of the fourth item is the most urgent. Its application extends beyond the educational television station--at least until a sufficient number of well-run and well-financed operations of this type cover the major elements of our population. (Were the latter to be the case this might be ideal.)

What I am trying to say is in terms of Lazarsfeld the mass media, if effectively used, must utilize the factors of REPETITION and WIDE EXPOSURE. No idea stated a single time to a small audience accomplishes its purpose. The mass media creates attitudes and impressions much more effectively than they transmit skills and particularized knowledge. In effect, one must more often use a paint brush than a scalpel. The consideration is that the paint be a bonafide product and the brush strokes done with ethics and understanding as well as with virtuosity.

The obligation of educational television is to serve all of these people and all of these needs, but it must first examine the basic current needs and the techniques indicated for meeting the problem rather than taking comfortable refuge in "museum type", "library-type", and "comfortable cultural" thinking.

"Behold! human beings living in a sort of underground den, which has a mouth open towards the light and reaching all across the den; they have been here from their childhood, and have their legs and necks chained so that they cannot move, and can only see before them; for the chains are arranged in such a manner as to prevent them from turning round their heads. At a distance above and behind them the light of a fire is blazing, and between the fire and the prisoners there is a raised way; and you will see, if you look, a low wall built along the way, like the screen which marionette players have before them, over which they show the puppets.

I see, he said.

And do you see, I said, men passing along the wall carrying vessels, which appear over the wall; also figures of men and animals made of wood and stone and various materials; and some of the prisoners, as you would expect, are talking, and some of them are silent?

This is a strange image, he said, and they are strange prisoners.

Like ourselves, I replied; and they see only their own shadows, or the shadows of one another, which the fire throws on the opposite wall of the cave?

True, he said: how could they see anything but the shadows if they were never allowed to move their heads?

And of the objects which are being carried in like manner they would see only the shadows?

Yes, he said.

And if they were able to talk with one another, would they not suppose that they were naming what was actually before them?"

---The Republic of Plato, Book Seven.

(Jowett Translation.)

RADIO AND TELEVISION STATIONS IN THE UNITED STATES

OWNED BY EDUCATIONAL INSTITUTIONS, CHURCHES AND RELIGIOUS ORGANIZATIONS, LABOR UNIONS, AND MUNICIPALITIES as of August 1, 1954

Because of continuing interest in the broadcasting operations of public and quasi-public agencies, Merritt C. Ludwig, Asst. to the Director of WOI AM FM TV, has compiled the following lists of radio and TV stations under such ownership in the United States. Sources: Television Factbook No. 9, Fall, 1954; Broadcasting Yearbook, 1954; and Directory of Members of the National Assn. of Educational Broadcasters, Revised to 1954.

Richard B. Hull
Director WOI AM FM TV
Iowa State College

Radio and Television Stations in the United States owned by educational, religious and labor organizations, and municipalities

1954

The Federal Communications Commission has issued standard broadcasting licenses to a number of radio and television stations which are owned and operated by public schools, publicly-owned colleges and universities, private educational institutions, religious organizations and churches, and labor unions.

Some of these stations operate on a profit-making basis, others as non-profit operations, and others non-commercially. Licenses for these facilities fall into three main categories:

1. AM (amplitude modulation) radio broadcasting

   All AM stations hold commercial licenses from the FCC and are thus free to operate at their option either commercially or (e.g. "sell time") non-commercially regardless of ownership. No frequencies in the AM band are reserved for non-commercial educational use.

2. FM (frequency modulation) radio broadcasting

   This band is divided into two categories: commercial FM frequencies and non-commercial FM frequencies. Licensees on the commercial frequencies may at their option operate either commercially or non-commercially. Licensees on the non-commercial frequencies may not operate commercially.

3. TV (television) broadcasting

   This band is also divided into two categories: commercial channels (or frequencies) and non-commercial channels. Licensees may operate commercial channels at their option either commercially or non-commercially; stations on non-commercial channels reserved for education may not operate commercially.*

   Without respect to the commercial-non-commercial distinction, the TV spectrum is also divided into two other categories: VHF (very high frequency) which included channels 2 through 13; and UHF (ultra high frequency) which includes channels 14 through 83.

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*The category of the "educational non-commercial" television license was established effective June 2, 1952, by the FCC's Sixth Order and Report providing for re-allocation of TV channels. This Report ended the so-called 3½ year "freeze" during which time no television licenses were issued. Prior to the Report there were no non-commercial TV channels; therefore, WOI-TV, being authorized in 1948, received a regular commercial station license.

Commercially Licensed and Commercially Operated TV Stations

A. Owned by educational institutions

1. WHBQ TV - Harding College, Memphis, Tennessee
2. WOI TV - Iowa State College, Ames, Iowa
3. KOMU TV - University of Missouri, Columbia, Missouri

B. Owned by religious organizations and churches

1. KSL TV - Radio Service Corporation of Utah (subsidiary of Church of Jesus Christ of Latter Day Saints), Salt Lake City, Utah
2. WBAY TV - Norbertine Fathers, Green Bay, Wisconsin
3. KID TV - Radio Service Corporation of Utah, (subsidiary of Church of Jesus Christ of Latter Day Saints) Idaho Falls, Idaho

C. Owned by a municipality

1. WSUN TV - City of St. Petersburg, Florida

Commercially Licensed and Commercially Operated AM Radio Stations

A. Owned by educational institutions:

1. KRLW - Southern College Broadcasting Service, Walnut Ridge, Ark.
2. KGER - John Brown Schools of California, Long Beach, Calif.
3. WJBS - John B. Stetson University, DeLand, Fla.
4. WRUF - University of Florida, Gainesville, Fla.
5. WGST - Georgia Institute of Technology, Atlanta, Ga.
6. WWL - Loyola University, New Orleans, Louisiana.
7. WEW - St. Louis University, St. Louis, Missouri
8. WHCU - Cornell University, Ithaca, New York
9. WMUU - Bob Jones University, Greenville, South Carolina
10. WHBQ - Harding College, Memphis, Tennessee
11. WTAW - A & M College of Texas, College Station, Texas
12. KPAC - Port Arthur College, Port Arthur, Texas

B. Owned by religious organizations and churches:

1. WMRP - Methodist Church, Flint, Michigan
2. KWBU - General Baptist Convention of Texas, Corpus Christi, Texas
3. KSL - Radio Service Corporation of Utah (subsidiary of Church of Jesus Christ of Latter Day Saints), Salt Lake City, Utah, also owns interest in KID and KID-TV in Idaho Falls, Idaho; interlocking interest in KGMB and KGMB-TV, Honolulu.)
4. KTW - First Presbyterian Church of Seattle, Seattle, Washington
5. WBAY - Norbertine Fathers, Green Bay, Wisconsin

C. Owned by municipalities

1. WJAX - City of Jacksonville, Jacksonville, Florida
2. WSUN - City of St. Petersburg, Florida
3. WCAM - City of Camden, New Jersey
4. WRR - City of Dallas, Texas

D. Owned by labor unions

1. WCFL - Chicago Federation of Labor, Chicago, Illinois

Commercially Licensed, Non-Commercially Operated AM Radio Stations

A. Owned by educational institutions

1. WOI - Iowa State College, Ames, Iowa
2. WILL - University of Illinois, Urbana, Illinois
3. WBAA - Purdue University, Lafayette, Indiana
4. KWLC - Luther College, Decorah, Iowa
5. WSUI - State University of Iowa, Iowa City, Iowa
6. KFKU - University of Kansas, Lawrence, Kansas
7. KSAC - Kansas State College, Manhattan, Kansas
8. WKAR - Michigan State College, East Lansing, Michigan
9. KUOM - University of Minnesota, Minneapolis, Minnesota
10. WHAZ - Rensselaer, Polytechnic Institute, Troy, New York
11. KFJM - University of North Dakota, Grand Forks, N. D.
12. WOUI - Ohio University, Athens, Ohio
13. WOSU - Ohio State University, Columbus, Ohio
14. WNAD - University of Oklahoma, Norman, Oklahoma
15. KOAG - Oklahoma A & M College, Stillwater, Oklahoma
16. KOAC - Oregon State College, Corvallis, Oregon
17. KBPS - Portland Public Schools, Portland, Oregon
18. WSAJ - Grove City College, Grove City, Pennsylvania
19. KUSD - University of South Dakota, Vermillion, South Dakota
20. KACC - Abilene Christian College, Abilene, Texas
21. KWSC - State College of Washington, Pullman, Washington
22. WHA - University of Wisconsin, Madison, Wisconsin
23. WLBL - Wisconsin State Radio Council, Auburndale, Wisconsin

B. Owned by religious organizations and churches

1. WBBL - Grace Covenant Presbyterian Church, Richmond, Virginia
2. KNWS - Northwestern Schools, Waterloo, Iowa
3. KFUO - Lutheran Church, Missouri Synod, Clayton (St.Louis)Mo.
4. WBBR - Watchtower Bible and Tract Society, Inc., Brooklyn, N.Y.
5. WAWZ - Pillar of Fire, Inc., Zarephath, New Jersey
6. KTIS - Northwestern Schools, Minneapolis, Minnesota
7. WMPC - The Liberty Street Gospel Church of Lapeer, Lapeer, Michigan
8. KFGQ - Boone Biblical College, Boone, Iowa
9. WMBI - Moody Bible Institute, Chicago, Illinois
10. KTOF - Pillar of Fire, Denver, Colorado
11. KPPC - Pasadena Presbyterian Church, Pasadena, California
12. KFSG - Echo Park Evangelistic Association, Los Angeles, California

C. Owned by a minicipality

1. WNYC - Municipal Broadcasting System, New York, New York

Commercially Licensed and Commercially Operated FM Radio Stations

A. Owned by educational institutions

1. WHCU FM - Cornell University, Ithaca, New York
2. WGST FM - Georgia Institute of Technology, Atlanta, Georgia
3. WRUF FM - University of Florida, Gainesville, Florida
4. KSRT FM - School of Radio Arts, Hollywood, California

B. Owned by municipalities

1. WJAX FM - City of Jacksonville, Jacksonville, Florida
2. WRR FM - City of Dallas, Dallas, Texas

C. Owned by a church

1. WBBS FM - First Baptist Church, Crawfordsville, Indiana

Applicants for Licenses to Operate Commercial TV Stations

A. By educational institutions

1. Michiana Television Corporation, Notre Dame, Indiana
2. Loyola University, New Orleans, Louisiana
3. Port Arthur College, Port Arthur, Texas

B. By a municipality

1. City of Jacksonville, Florida

C. By a religious organization

1. Baptist General Convention of Texas, Corpus Christi, Texas

TV Stations in Actual Operation on Non-Commercial Channels (as of 7/15/54)

A. Operated by educational institutions and educational TV corporations or foundations

1. KTHE - Allan Hancock Foundation, Los Angeles, California
2. KQED - Bay Area Educ TV Assn, San Francisco, California
3. WCET - Greater Cin TV Educ Fdn, Cincinnati, Ohio
4. WQED - Metro Pitts, Educ. TV Station, Pittsburgh, Pa.
5. KUHT - Univ. of Houston; Houston Independent School District, Houston, Texas
6. WHA-TV - Wisconsin State Radio Council, Madison, Wisconsin

TV Stations in Actual Operation Non-Commercially but on a Commercial Channel

A. Operated by an educational institution

1. WKAR TV - Michigan State College, East Lansing, Mich.

Applicants for TV Licenses to Operate Non-Commercial Stations on Reserved Channels

A. By educational institutions and educational TV corporations or foundations

1. Birmingham Area TV Assn Inc., Birmingham, Alabama
2. Alabama Educational TV Commission, Munford, Alabama
3. Educational TV Inc., Jacksonville, Florida
4. Atlanta Board of Education, Atlanta, Georgia
5. Board of Public Education for City of Savannah & County of Chatham, Savannah, Georgia
6. University of Kansas, Lawrence, Kansas
7. Memphis Community Television Foundation, Memphis, Tennessee
8. Nashville Educational TV Foundation, Nashville, Tennessee
9. San Antonio Council for Educational TV, San Antonio, Texas
10. Wisconsin State Radio Council, Milwaukee, Wisconsin
11. Milwaukee Board of Vocational & Adult Education, Milwaukee, Wisconsin
12. Puerto Rico Board of Education, San Juan, Puerto Rico
13. R. I. Board of Educ. & Providence Plantations, Providence, Rhode Island

TV Station Construction Permits Granted for use of Non-Commercial Channels*

A. To educational institutions and educational TV corporations or foundations

1. N. Cent. California Assn for Educational TV Inc., Sacramento, Calif.
2. KRMA TV - Denver Public Schools, Denver, Colorado
3. WCBE - State Board of Education of Conn. Bridgeport, Conn.
4. WCHF - State Board of Education of Conn., Hartford, Conn.
5. WCNE - State Board of Education of Conn., Norwich, Conn.
6. WTHS TV - Lindsey Hopkins Vocation School of Dade Co Board of Public Instruction, Miami, Florida
7. WTLC - University of Illinois, Champaign-Urbana, Illinois
8. WTTW - Chicago Educational TV Association, Chicago, Illinois
9. KSAC TV - Kansas State College, Manhattan, Kansas
10. WGBH TV - WGBH Educational Foundation, Boston, Massachusetts
11. WUOM TV - University of Michigan, Ann Arbor, Michigan
12. Detroit Educational TV Foundation, Detroit, Michigan
13. KETC - St. Louis Educational TV Commission, St. Louis, Missouri
14. WTLV - State Department of Education, New Brunswick, New Jersey
15. WTVZ - Board of Regents of Univ. of State of N.Y., Albany, N.Y.
16. WQTV - Board of Regents of Univ. of State of N.Y., Binghamton, N.Y.
17. WTVF - Board of Regents of Univ. of State of N.Y., Buffalo, N.Y.
18. WIET - Board of Regents of Univ. of State of N.Y., Ithaca, N.Y.
19. WGTV - Board of Regents of Univ. of State of N.Y., New York, N.Y.
20. WROH - Board of Regents of Univ. of State of N.Y., Rochester, N.Y.
21. WHTV - Board of Regents of Univ. of State of N.Y., Syracuse, N.Y.
22. Board of Regents of University of State of New York, Utica, N.Y.
23. WUNC TV - Consolidated Univ. of N. C., Chapel Hill, N. C.
23. WOSU TV - Ohio State University, Columbus, Ohio
24. KOED - Oklahoma Educational TV Authority, Oklahoma City, Okla.
25. Delaware Valley Educational TV Corp. Philadelphia, Pa.
26. KUOW TV - University of Washington, Seattle, Washington

TV Station Construction Permits Granted for Use of Commercial Channels

A. To educational institutions

1. WHCU-TV - Cornell University, Ithaca, N.Y.

B. To religious organizations

1. KFUO-TV - Lutheran church Missouri Synod, Clayton, Mo.

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* Construction permit authorizes the station to commence construction; full license issued upon satisfactory completion and initial operation of station.

Non-Commercially Licensed and Non-Commercially Operated FM stations

A. Owned by educational institutions

1. WUOA (FM) - Univ. of Alabama, University, Ala.
2. KPFA (FM) - Pacifica Foundation, Berkeley, Calif.
3. KUSC (FM) - Univ. of Southern Calif., Los Angeles, Calif.
4. KVCR (FM) - San Bernadino Valley College, San Bernadino, Calif.
5. KSDS (FM) - San Diego City Schools, San Diego, Calif.
6. KCSM (FM) - San Mateo Jr. College, San Mateo, Calif.
7. KCVN (FM) - College of the Pacific, Stockton, Calif.
8. KRCC (FM) - Colorado College, Colo. Springs, Colo.
9. WFSI (FM) - Florida Southern College, Lakeland, Florida
10. WTHS (FM) - Lindsay Hopkins Vocational Schools, Miami, Florida
11. WTUN (FM) - University of Tampa, Tampa, Florida
12. WPRK (FM) - Rollins College, Winter Park, Florida
13. WABE (FM) - Board of Education, Atlanta, Georgia
14. WBEZ (FM) - Board of Education, Chicago, Illinois
15. WEPS (FM) - Board of Education, Elgin, Illinois
16. WNUR (FM) - Northwestern University, Evanston, Illinois
17. WIUC (FM) - University of Illinois, Urbana, Illinois
18. WFIU (FM) - University of Indiana, Bloomington, Indiana
19. WGVE (FM) - School City of Gary, Gary, Indiana
20. WGRE (FM) - DePauw University, Greencastle, Indiana
21. WVSH (FM) - School-City of Huntington, Huntington, Indiana
22. WAJC (FM) - Butler University, Indianapolis, Indiana
23. WWHI (FM) - Wilson Jr. H. S., Muncie, Indiana
24. WNAS (FM) - New Albany City Schools, New Albany, Indiana
25. WTSN (FM) - New Castle-Henry Twnsp. Schools, New Castle, Indiana
26. WSKS (FM) - School City of Wabash, Wabash, Indiana
27. WOI (FM) - Iowa State College, Ames, Iowa
28. KDPS (FM) - Des Moines Public Schools, Des Moines, Iowa
29. KSUI (FM) - State University of Iowa, Iowa City, Iowa
30. KWAR (FM) - Wartburg College, Waverly, Iowa
31. KANU (FM) - University of Kansas, Lawrence, Kansas
32. KTJO (FM) - Ottawa University, Ottawa, Kansas
33. KMUW (FM) - University of Wichita, Wichita, Kansas
34. WEKY (FM) - University of Kentucky, Lexington, Kentucky
35. WFPL (FM) - Louisville Free Public Library, Louisville, Kentucky
36. WLSU (FM) - Louisiana State University, Baton Rouge, Louisiana
37. WBJC (FM) - Baltimore Jr. College, Baltimore, Maryland
38. WMUA (FM) - University of Mass., Amherst, Massachusetts
39. WBUR (FM) - Boston University, Boston, Massachusetts
40. WGBH (FM) - Lowell Institute Co-op Broadcasting Council, Boston, Mass.
41. WEDK (FM) - School Committee of Springfield, Springfield, Mass.
42. WUOM (FM) - University of Michigan, Ann Arbor, Michigan
43. WDTR (FM) - Board of Education, Detroit, Michigan
44. WDET (FM) - Wayne University, Detroit, Michigan
45. WKAR (FM) - Michigan State College, East Lansing, Michigan
46. WFBE (FM) - Board of Education, Flint, Michigan
47. WMCR (FM) - Western Michigan College of Education, Kalamazoo, Michigan
48. WCAL (FM) - St. Olaf College, Northfield, Minnesota
49. WMMI (FM) - Municipal Jr. College, Meridian, Mississippi
50. KSLH (FM) - Board of Education, St. Louis, Missouri
51. WBGO (FM) - Board of Education, Newark, New Jersey
52. WSOU (FM) - Seton Hall College, South Orange, New Jersey
53. KANW (FM) - Board of Education, Albuquerque, New Mexico
54. WFUV (FM) - Fordham University, Bronx, New York
55. WNYE (FM) - Board of Education, Brooklyn, New York

56. WSHS (FM) - Sewanhaka H. S., Floral Park, New York
57. WITJ (FM) - Ithaca College, Ithaca, New York
58. WNYC (FM) - Municipal Broadcasting System, New York, New York
59. WSPE (FM) - Griffith Institute & School, Springville, New York
60. WAER (FM) - Syracuse University, Syracuse, New York
61. WUNC (FM) - University of North Carolina, Chapel Hill, N. C.
62. WGPS (FM) - Greensboro Public Schools, Greensboro, North Carolina
63. WHPS (FM) - High Point H. S., High Point, North Carolina
64. WOUI (FM) - Ohio University, Athens, Ohio
65. WBGU (FM) - Bowling Green State University, Bowling Green, Ohio
66. WBOE (FM) - Board of Education, Cleveland, Ohio
67. WOSU (FM) - Ohio State University, Columbus, Ohio
68. WSLN (FM) - Ohio Wesleyan University, Delaware, Ohio
69. WKSU (FM) - Kent State University, Kent, Ohio
70. WMUB (FM) - Miami University, Oxford, Ohio
71. WTDS (FM) - Toledo Public Schools, Toledo, Ohio
72. WNAD (FM) - University of Oklahoma, Norman, Oklahoma
73. KOKH (FM) - Board of Education, Oklahoma City, Oklahoma
74. KBGC (FM) - Oklahoma Baptist University, Shawnee, Oklahoma
75. KWOS (FM) - University of Tulsa, Tulsa, Oklahoma
76. KWAX (FM) - University of Oregon, Eugene, Oregon
77. WPWT (FM) - Philadelphia Wireless Tech. Instit., Philadelphia, Pa.
78. WRTI (FM) - Temple University, Philadelphia, Pa.
79. WDUQ (FM) - Duquesne University, Pittsburgh, Pa.
80. WUSV (FM) - University of Scranton, Scranton, Pa.
81. WUSC (FM) - University of S. Carolina, Columbia, South Carolina
82. WUOT (FM) - University of Tennessee, Knoxville, Tennessee
83. KACC (FM) - Abilene Christian College, Abilene, Texas
84. KVOF (FM) - Texas Western College, El Paso, Texas
85. KUHF (FM) - University of Houston, Houston, Texas
86. KUOW (FM) - University of Washington, Seattle, Washington
87. KTOY (FM) - Tacoma Public Schools, Tacoma, Washington
88. WHA (FM) - University of Wisconsin, Madison, Wisconsin

REVISED NAEB POLICY PAPER FOR DISCUSSION

I. BASIC ASSUMPTIONS

A. Radio will continue to be an important medium of communication.

B. Television as a tool of education will continue to grow and develop.

C. There is an increasing appetite and clientele for educational services of all kinds in America today. Radio and television hold great promise as devices for helping to satisfy this demand.

D. Schools and colleges will need to develop an increasing awareness of the necessity of utilizing all media of communications if their responsibilities are to be fulfilled. The costs for adequate radio and television facilities and use will therefore/~~necessitate~~ of necessity come to be recognized as a fundamental and vital part of regular and legitimate instructional costs.

E. (Therefore A and B above are true and) The NAEB has a long-range future. Being membership based, it has the natural organizational structure needed to provide regular services to its member stations with hope of recovery of costs in whole or in part. At least regular services can be supported by the membership, although temporary, special services, of the sort now needed for television, will for sometime require outside support. The NAEB will continue to operate a radio network. A similar service for television will be a necessity.

F. There will continue to be a need for assistance in the development of educational television stations and production centers, as well as help in launching comparable radio facilities.

Dr. Skornia

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

October 13, 1954

TO: John Dunn
Armand Hunter
James Macandrew
Earl Wynn
Paul Rickard
Marguerite Fleming
Allen Miller
Seymour Siegel

FROM: Skornia HJS.MC

I think you'll see from the nature of this (report on October 5 Urbana meeting) why it must be considered as strictly confidential. No copies have gone to anyone except those of you named above, plus Ausmus, Hull, and Schooley.

Done in haste. But it will provide background for New York discussion and statements and requests being presently prepared.

HJS:cp

CC: Ausmus
Hull
Schooley

CONFIDENTIAL

Tentative Minutes from Skornia Notes on Urbana Meeting, October 5, 1954

In attendance were President GRAYDON AUSMUS, Treasurer FRANK SCHOOLEY, former President and present Director RICHARD B. HULL, WILBUR SCHRAMM, and HARRY SKORNIA. The discussion revolved around an organized presentation on behalf of the NAEB in which its objectives would be clearly stated as a part of a request for funds for continuance of present services and the assumption of JCET and NCCET services (if these organizations should be discontinued) which would be included in the Washington office which the NAEB also proposes to set up. This proposal will involve evaluation (including measuring the success of the JCET and the NCCET) in getting ETV established in the United States, in comparison with the budget expended for this purpose. It should also involve measurement of success to date in getting ETV recognized as a legitimate, built-in, core curriculum part of education, to be financed in a regular, rather than a special, way.

At the outset, as Wilbur Schramm pointed out, certain assumptions must be made. In these assumptions we must define what we think will be the role of educational television and radio. We must then go on to assume that if this role is to be played in America certain services will be needed (without regard to who performs each)....We then should base our proposal on a picture in which we propose certain financing, and a recommended administrative setup.

I. Assumptions:

Among the assumptions we must make is that the NAEB has a long-range future, that it has a broad fiscal base which rests on the services it can provide its member stations partly defrayable through service charges. It therefore has a tax base which emphasizes the need for both television and radio to be built into the budget of regular educational stations. At this point Dick Hull quoted Harold Lasswell's statement that in the twentieth century there is no still small voice without the resonance of twentieth century mass communications.

Another assumption that must be made is that radio is here to stay for the forseeable future. In this assumption we must also visualize funds needed for at least five years, indicating what we think will be the status of ETV, educational radio, and the various projects at the end of these five years. This will be covered in greater detail under financial and administrative structure below.

II. Jobs To Do:

Among the jobs which must be done and functions performed are notably the following:

1) Ways of meeting the fiscal crisis, both for education as well as the communications media, need discovering. In this respect the analogy of German community stations which are as independent as community ETV stations in the U. S. are to be. Hoever the German stations have a regular base of fiscal support in the form of the taxes paid by each set owner which gives them an adequate and regular budget.

2) Another job to be done involves the exchange of ideas, exchange of materials, and doing whatever is necessary to be sure that better programs are secured. We need a center to distribute programs, as well as sources of programs for both television and radio. We need reports for ETV and radio before Congress, and throughout the nation, as well as abroad.

3) We need to develop fallow areas in a Point Four Program approach in many parts of the U. S. where communications are backward.

4) We need what Wilbur Schramm calls a continuing source of aid and comfort in crises.

5) We need all the cooperation and interchange we can get with other educational communications.

6) We need increased nationwide coverage, to fill in the many white spaces on the NAEB map.

7) We need evaluation (either under a separate organization or under the NAEB) and research, possibly as a national research office, carrying on continuous studies in production, writing, and utilization.

8) We need continuous training and up-grading programs for personnel.

9) We need a certain amount of "mad money" for experimentation with new ideas, for innovation. Probably a hundred thousand dollars or so is needed for this sort of development.

10) We need to extend and intensify the usefulness of schools to society. We need to meet the increasing demand for better school education and adult education.

11) We need to help meet the crisis which is imminent in this area within ten years. Educational institutions are finding it harder and harder to meet the growing crisis of increased enrolments of all kinds. (Cf. Penn State option of taking courses by television as well as in person). In some cases TV-taught courses seem better than classroom courses in those areas where demonstration (as for science or medicine) are involved.

12) We need to get across to educators the need to involve the <u>total</u> educational institutions in educational radio and TV.

13) We need to involve legislative leaders in our activities.

14) We need a device for looking and seeing ahead, perhaps an annual "think" session, a senior council of a half dozen experts in as many fields.... some means of keeping ahead of developments, of visualizing and calling attention to "the growing edge" in society and education.

III. <u>Financial Structure Needed:</u>

In investigating a base of financial support for the services needed, several practical considerations must be taken into account. There are non-profit operations like WOI-TV. There is membership support: the NAEB now derives nearly one-fourth of its support from member dues and assessments; the ETRC probably not over one-twentieth or so. It would seem that for the sort of one-time promotional job which the NCCET now is called upon to do, an advertising agency might well be employed as needed if fiscal considerations are to be taken into

account. Surely it is a fiscal consideration to insure that the minimum number of organizations are maintained to do the job.

(We shall attach here a separate estimate of the budget needed if the NAEB is to take over the various functions needed.)

IV. Administrative Structure:

Without regard to who is to be which organization, it is obviously essential that we have, as listed above:

1) A strong professional organization

2) A Network exchange mechanism (both for TV and radio)

3) A facility for collecting materials (which Wilbur Schramm compares to a New York office of the AP)

4) Legislative representation

5) A source of aid, comfort, and advice, which is in essence the spirit of the NAEB.

Certainly it will be essential to have the first two organizations mentioned above. "The New York office of the AP," as a source of materials might well be included in our Washington office. The latter, if it is to take over from the JCET its most essential functions and also provide liasion with the ACE, necessary lobby activities, and tape and film studios, should probably be located in a large building with the AP and perhaps a Center representative.

Our present management and legal council could be somewhat expanded, as we thus move into the Washington picture. It is believed that we would no longer need an engineering consultant or a legal consultant aside from those provided by the NAEB as the professional society involved. The combination resulting in Washington would then preserve the functions of the NAEB, the ETRC and the JCET. Most of the functions of the NCCET can now be considered as virtually completed. (Some areas feel that their influence has done great harm in any case).

Replacing the JCET, but as a new committee of the NAEB, might be something like a JEAC: Joint Educational Advisory Council. This might include the present JCET Board, plus representative of Teachers Colleges, School Board Associations, Classroom Teachers Associations, the National PTA, the Junior League, the Federation of Women's Clubs, the AAUW, the League of Women Voters, the NUEA (National University Extension Association), Associations of Principals, the AEA, etc.

These representatives might be on a rotating basis (with the MENC, for example, in an active status this year, but replaced next year by another organization). An executive committee of the above council would meet with the NAEB Board once a year.

The additional functions visualizedfor the Washington office, were essentially legal, lobby, liasion, and reporting.

****

All the above are aimed at the creation of the nationwide supplemental service which we feel is desirable in America in both radio and television. The objective or destination is: NATIONAL DEVELOPMENT OF THE USE OF EDUCATIONAL RADIO AND TELEVISION WITHIN THE FRAMEWORK OF EDUCATION IN THE UNITED STATES THROUGH MEMBER PARTICIPATION AND FOUNDATION HELP. The projection into the future means including FM, AM, and TV, with an estimate of the rate structure increase which they can bear.

It is believed that college presidents and other responsible educators can be made to want ETV

a) Because a genuine supplemental (minority) service is needed.

b) Because, as land-grant colleges have discovered, once the facilities are built, cost is on a reducing scale, as extension services have demonstrated.

c) As a means of meeting the anti-intellectualism which seems to be growing popular in America.

Within the next week or so I hope to have a draft presentation ready for the FAE, incorporating these points. Graydon was to call VanDuyn the next day, October 6, to get their reply to our request for their reply regarding supporting the Washington office.

REVIEW OF MEETING

OCTOBER 5

UNIVERSITY OF ILLINOIS

Wilbur Schramm, Dick Hull, Frank Schooley, Harry Skornia, Graydon Ausmus

Purpose of the conference: to Explore Directions for the Development of Educational Broadcasting in America.

I. BASIC ASSUMPTIONS:

A. Radio will continue to be an important and powerful medium of communication.
   1. There will continue to be an increase in the number of educational radio stations in the country for many years to come.
   2. There are now approximately one hundred and twenty five educational radio stations and approximately ninety educational production centers. At the rate of increase during the past two years, it is reasonable to assume that there may be one hundred and forty educational radio stations and one hundred production centers by the end of 1955.
   3. By 1960 we may anticipate having two hundred and fifty educational radio stations and two hundred production centers.

B. Television as a tool of education will continue to grow and develop.
   1. It appears reasonable to expect at least twenty five educational TV stations on the air by the end of 1955 and a like number of closed-circuit production centers.
   2. By 1960 we may see one hundred educational TV stations and seventy five production centers.

C. There will continue to be a need for help in the development of non-CP television allocation centers and production centers as well as help in launching new radio stations and radio production centers.

D. NAEB will continue to operate a radio network; a similar service for TV will continue to be a "must."

E. Schools and colleges will develop an increasing awareness of the necessity for utilizing all of the media of communication in the effective fulfillment of their purposes and goals and will accept with increasing assurance the fact that the educational radio and television operations are a fundamental and vital part of their institutions.

F. There is an increasing appetite and clientele for educational services on all levels in America today. Radio and Television hold great promise as devices for satisfying this demand.

RECEIVED
NAEB HEADQUARTERS
OCT 13 1954
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

II. SERVICES NEEDED

~~II.~~ The following services will be needed for the maximum development of educational broadcasting and the realization of its full potential as an educational tool.

A. A strong professional organization for the exchange of ideas and information, and for cooperative promotion and direction of the maximum desirable expansion, development, and utilization of the broadcasting media in education. Some of the services which must be provided for the realization of these ~~goals~~ are ~~suggested as follows:~~

B. A permanent and centrally located headquarters office with sufficient personnel to execute effectively the responsibilities assigned to it.

C. The mechanism for exchange of programs, both radio and television.

D. A source of programs which may originate outside of the member stations (the New York Office of Associated Press). ~~Insert #2~~

E. "Legislative" representation + interp. - a structure whereby the interest of educational broadcasting are interpreted and protected ~~in Washington.~~ Insert #2

F. A source of "aid, comfort, and advice."
   1. Continued aid through grants and services in radio and television to on-going operations, Insert #3
   2. Promotion of inferest in establishing new production centers and new stations - both radio and television. ("The Point 4 Program" in educational radio and television)
   3. A reduction of the "white spaces" in educational radio and television.
   4. Insert #4

G. A frame-work for continued cooperation with other educational and community organizations and agencies.

H. Training - an on-going, far-reaching training program to provide personnel for the specific responsibilities for the development of educational radio and television.

I. A structure through which may be ~~provided~~ provided the essential and necessary "hard facts on what works" - research, evaluation, experimentation, utilization.

J. A device (house organ or professional journal or both) for free exchange of ideas and inspiration.

K. A continuing device for thinking ahead.... Insert #8

L. Insert #5

M. Insert #6

N. Insert #7

#3

H. J. Skornia
June 11, 1954

Draft Number Three
NAEB Brief Statement

The NAEB is the association of educational non-commercial broadcasting stations and educational program-producing organizations of the United States.

Its objectives are and shall be:

1. To cooperate with other institutions, organizations and individuals, assisting them in every way possible in the production of radio and television materials and programs for the improvement of the general cultural and educational level in our modern society.

2. To cooperate with all bona fide educational institutions and organizations in the use of radio and television materials for the advancement of education at all levels.

3. To cooperate with and supply leadership and assistance for the efforts of the many civic, private and public organizations and groups devoted to the promotion in general of educational television and radio broadcasting.

4. To foster international understanding through the full and effective use of radio and television programs with a serious purpose, and the exchange of persons, ideas and programs.

5. Through and with its membership and the resources of its parent institutions, to provide positive and continuous initiative in the development and exchange of quality programs of serious purpose; to experiment with and encourage new programs, utilization and research ideas, and techniques.

6. To promote the professional advancement and increasingly higher standards of all communications personnel, most specifically that of educational radio and television personnel, through:

a. The development of increasingly high professional and ethical standards and relations.

b. Consultation, research and publication services in such areas as programming, management, legal, licensing, engineering, and personnel-training.

c. The operation of a placement, personnel and position-analysis service for educational television and radio.

d. A regular program of workshops, seminars, fellowships, scholarships, internships, staff and personnel-exchange, and exchange of persons and programs with foreign broadcasting systems.

e. Emphasis on research, evaluation and impact-study to insure that the broadcast media shall, as much as possible, serve the best, most significant interests and needs of mankind in a changing world.

X X X

NOTE TO ALL OFFICERS: This is offered for your reaction only. I probably have forgotten something. But I've tried to combine, sharpen and simplify earlier statements. Done, like everything else, in haste, so I know style could be improved. I hope we can get such a statement approved in time to go in to Kellogg, and to use at various upcoming meetings. Please react, with copy to Ausmus (and all other officers if you believe desirable). I'm not trying to seize the initiative or foist off my ideas. Please consider only as an honest effort on my part to help clarify this area.

I expect this still needs about one more "beating out" to eliminate the rest of the many repetitions there were in our earlier statements.

In haste, with thanks.

JQ.KK.

November 5, 1954

Mr. Frank E. Schooley, President
National Association of Educational Broadcasters
Station WILL
University of Illinois
Urbana, Illinois

Dear Frank:

At the recent convention I did not have an opportunity to personally extend my congratulations and condolences on your elevation (?) to the office of President of the NAEB. You are hereby praised and consoled. You have been very helpful to me during the period of my introduction to educational radio and so I am looking forward to the splendid kind of administration which I know you will give to our organization.

Mrs. Browne was especially pleased to learn that you had been elected to this office because she was so favorably impressed by the friendliness and the genuineness of Mrs. Schooley.

With this letter I am enclosing a copy of the convention report of the Professional Advancement Committee. I know you have reams of material to go through and that you may not have an opportunity to give as much attention as you would like to give to all matters of importance to NAEB. Acting upon the principle that the squeaking wheel gets the grease, I am taking this opportunity to call to your special attention one matter contained in this report.

One of the problems inherent in any organization of the size of the NAEB is that of communication. In spite of the best efforts on the part of old-timers to convey their experience and their philosophy to newcomers, there is always the danger that a new generation may lose some of the benefits of an older group because the newcomers are not made aware of the salient factors which may be vital to the perpetuation of an organization whose success has been earned through arduous labor.

Before coming to the convention I had studied the proposed constitution rather carefully. At the convention when we were considering important matters with relation to active and associate membership, I studied the constitution again in an attempt to discover exactly what the purpose of the NAEB is. Perhaps I overlooked some

key paragraph or sentence which sets the NAEB apart from other organizations of its type. If so, I would appreciate your pointing out this paragraph or sentence to me. But, what I failed to find was some such statement as this "The NAEB is primarily comprised of representatives, usually directors or managers, of educational stations licensed to educational institutions, public school systems, non-profit foundations and the like. One of the purposes of the organization is to encourage educational broadcasters to operate their own stations. It is the belief of the NAEB that the best job of educational broadcasting requires that the educational broadcaster be the licensee in order that he might more adequately control the nature and number of programs which he broadcasts."

The statement quoted above may go too far. It is not a carefully worked out proposal. It is merely the kind of a statement which you would dictate to your secretary in lieu of something better.

But it does convey what I understood to be the feeling of Harold McCarty and I think yourself as old-time operators when I talked to both of you at the meeting. If something like the above statement represents the position of people like Mac and yourself then I think you owe it to the body to make such a proposal.

And I can tell you where I would stand on such a proposal. Personally I like it. I will frankly confess this represents a reversal of my opinion as the result of talking to Mac and to you. When I made my infamous "naive" speech (in my favor let it be remembered that this was the only time I did speak at the convention save when I gave my report) I frankly did not see what we had to fear by giving associate members an equal vote. Now I understand that the NAEB traditionally has been, and indeed ought to be, primarily an organization of individuals or institutions which operate their own educational broadcasting stations. Let the AERT or some other body function primarily in the service of other persons who use the air for educational purposes.

I could be completely wrong (naturally, I don't believe this) but it seems to me one of the reasons we did not get very far in our discussions at the convention was that we failed to air this above issue which is more basic than the one which we discussed. It seems to me that if we once smoke out this basic issue there will be no smoke screen hiding the true nature of the less basic issues which really hinge on this primary issue of the function of the NAEB. Once we have decided that the NAEB is to be the kind of organization described by the paragraph I have put in quotes above, it automatically follows that:

(1) There should be a difference in memberships, and

(2) a difference in the power of vote.

The problem of defining those differences should be comparatively simple once the basic issue has been settled.

Approached from the new point of view which I have, thanks to Mac and yourself, I can see that not giving associate members a vote does not mean that we are being uncharitable, rather are we being charitable by giving them membership at all (Did I say that? Don't quote me!). Our position under this point of view is rather that we are happy to have other educational broadcasters in our midst and we want to help them to achieve the happy state which is ours, that of operating and owning stations.

Now all of this doubtless seems very primary grade to you but I didn't understand it until it was explained to me at the convention. This is the sort of philosophy which it seems to me needs to be conveyed to newcomers. And it seems to me that one of the best ways to convey it is to set it forth in the constitution.

So I would like to urge that special attention be given to section D of the attached report.

Please accept my apologies for the length of this letter (I have already apologized to my secretary) and my cordial good wishes for a rich and rewarding experience in your new office.

Sincerely,

R. Edwin Browne,
Director of Radio
and Television

REB/g
encl.

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AUSMUS, SKORNIA
AND HILL ONLY.

NAEB FUTURE PLANS

To avoid wasteful duplication, triplication and frequently implied discrediting of one organization by another, it appears essential that the urgent and immediate need for consolidation and integration of the numerous organizations now sharing representation for educational communications be considered. Educational radio and television can not afford this sort of duplication. And the lush (as compared with NAEB budget and real sources of funds on an eventual self-supporting basis) budgets of the JCET and NCCET can not be indefinitely continued. In fact, alleging poverty for their clients while having funds as at present presents one of the greatest contradictions to be faced—as well as a disadvantage for future existence.

The NAEB has never over-extended its organizational frame-work, and should not now do so. At the same time the JCET and NCCET were created to handle specific problems which neither the NAEB or other extant organizations could handle without endangering their permanent status. These jobs (the fight for frequencies; winning popular support; setting up pilot operations; laying the groundwork so that educational TV stations could begin to help each other, etc.) are rapidly approaching completion, and as the number of educational TV stations increases they can begin, as an association, to provide their own services.

Within the next year it is believed that the number of organizations should become two, the Center and NAEB, though various functions of others need carrying on. These two are in the process of determining their mutual and respective areas of most efficient operation, to insure mutual advantage to each from all the benefits and activities of the other. To this end it is believed that, within

not over one year:

a) The NCCET and JCET separate operations should be concluded. It is believed that the great bulk of the first wave of educational stations will by then be on the air. The services needed can more efficiently be performed by the NAEB (an Association) and a Center (TV Network) than by having other groups perpetuate themselves in duplicated efforts.

b) That the JCET remain as the NAEB Advisory Committee to insure continuity and completion of present efforts.

c) That the JCET, in skeleton-staff form, become the NAEB Washington (East Coast) office headed by an NAEB Associate Director, possibly the present Director or other staff member of the JCET.

d) That the NCCET, essentially a publicity and public-relations organization, become the center of a newly-created, urgently needed, coordinated publication. This might, but probably would not be, an NAEB-sponsored activity. In any case the NAEB would support and share in its direction.

e) That an endowment or other long-term system of support be set up to insure that all <u>essential functions</u> of all these organizations, with the Center, be insured of adequate tenure to make sure that an economically based association system will gradually develop which will have the possibility of survival even when and as all foundation funds are withdrawn. This period of support should probably be not less than ten nor more than twenty years. This will involve basic discussions as suggested by the financial discussion, (which is yet to come).

f) That every effort be made to reconcile the differences between

support-providing foundations, and to secure a basic-planning meeting at which Kellogg and the FAE, at the outset, help the NAEB plan for the future. The educational communications area is too vital to become the primary concern of any single Foundation. The type support now provided by Kellogg would seem to be ideal.

g) We must realistically recognize that the demand for service by NAEB is always ahead of income from members. Therefore the source of immediate financial support for Headquarters and Network, beyond present funds from Kellogg, with whom it should first be discussed, must be found, unless Seminar and other upgrading functions are to be drastically reduced, if not indeed entirely curtailed.

NAEB Headquarters
March 4, 1954.

NAEB DESCRIPTIVE STATEMENT
(General)

Revised
December 1, 1954

Name: The National Association of Educational Broadcasters

Date Founded: 1925

Address: 14 Gregory Hall, Urbana, Illinois

Officers:

President: Mr. Frank E. Schooley
Stations WILL-AM-FM-TV
University of Illinois
Urbana, Illinois

Secretary: Mr. William Harley
Stations WHA-AM-FM-TV
University of Wisconsin
Madison 6, Wisconsin

Vice President: Mr. John Dunn
Oklahoma ETV Authority
P. O. Box 2005
Norman, Oklahoma

Treasurer: Mr. Robert J. Coleman
Radio Stations WKAR-AM-FM
Michigan State College
East Lansing, Michigan

Immediate Past President & Member of the Board of Directors:
Mr. Graydon Ausmus
Radio Station WUOA
University of Alabama
University, Alabama

Earlier Name: Formerly the Association of College University Broadcasting Stations (Name changed 1934).

Membership Categories:

a. Noncommercial educational institutions owning and operating their own radio or television stations (actives);
b. Educational production centers (associates);
c. Individuals or organizations (not qualifying under above categories) interested in furthering the cause of educational broadcasting (affiliates).

Number of Members as of December 1, 1954:

Active (Radio)	108
Active (TV)	10
Associate (Radio)	99
Associate (TV)	3
Affiliates	30
Honorary	3

Principal Sources of Revenue: Membership dues, Network Assessment Fees, sale of materials and publications, Foundation support (W. K. Kellogg, Fund for Adult Education, Rockefeller)

Headquarters Staff:

Executive Director	Dr. Harry J. Skornia
Associate Director	Mr. Harold E. Hill
TV Engineer	Mr. Cecil S. Bidlack
Network Manager	Mr. John Holt
Traffic Manager	Miss Rosaline Biason
Production Manager	Mr. Glenn Blackburn
Placement Service	Mr. Robert E. Underwood, Jr.
Secretary	Mrs. Winifred Coatney

Regional Directors:

Region I: Mr. James Macandrew
Radio Station WNYE
29 Fort Greene Place
Brooklyn, New York

Region II: Mr. Earl Wynn
Communication Center
University of North Carolina
Chapel Hill, North Carolina

Region III: Dr. Paul B. Rickard
Director of Radio-TV
Wayne University
Detroit, Michigan

Region IV: Mr. Burton Paulu
Radio Station KUOM
University of Minnesota
Minneapolis, Minnesota

Region V: Miss Marguerite Fleming
Radio Station KSLH
1517 S. Theresa Avenue
St. Louis, Missouri

Region VI: Mr. Edwin Adams
Radio Station KUOW
University of Washington
Seattle, Washington

Activities & Functions:

The NAEB is the Association of American educational, cultural and public service radio and television stations. Its services include workshops, seminars, regional and national annual conferences, personnel upgrading programs, consultant service, and numerous publications in radio and television, including a monthly Newsletter. It maintains an active production program (Jeffersonian Heritage, Ways of Mankind, People Under Communism, Voices of Europe), and has an exchange-advisory membership relationship with most national educational organizations. It also exchanges programs and publications with the radio systems of some 23 foreign countries.

The NAEB also operates a radio network which duplicates via tape and distributes to member stations several hours of programming per week. At present there are 75 stations on the network. Since its establishment in 1951, the Radio Network has distributed to its member stations 211 series of programs totaling 54,529 hours and 12 minutes of programming.

Subscription Rate for the Newsletter: $5.00 per year.

HJSKORNIA

#1

TO: NAEB Board Members, and Legal Counsel

FROM: Frank E. Schooley

RE: Proposed aims, goals, purposes, and services of NAEB

At the Ames, Iowa Board meeting it was agreed that I should send each Board member a revised copy of the outlined goals and purposes. That all who wished would shoot back any suggested refinements. Following this step, we would circularize to all NAEB actives and associates for possible additional refinements.

At Ames, too, it was agreed that I would check for style, etc., with authority here. Said authority has not been in town. I forward now, but shall check with him later.

1-29-54

copies to: all officers, board members and Cohn and Marks, mailed 2-1-54

1+2

First Draft

NOTE: CONFIDENTIAL AND NOT FOR PUBLICATION

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Goals and Purposes

PREAMBLE - The National Association of Educational Broadcasters is organized and operated to raise the cultural and educational level in our American Society through broadcasting, with institutional membership and by cooperation with all educational institutions--universities, colleges, and schools -- other organizations and individuals who have a common goal in raising the cultural and educational levels in our society.

SERVICES - N.A.E.B. is implementing these aims and purposes by providing services in the following areas:

1. LEADERSHIP - Provide leadership in all areas of educational broadcasting, representing public interests, and supporting and protecting rights of educational broadcasts in radio and television.
2. INTERPRETATION - Interpret the role of educational radio and television radio and television broadcasting in the modern world.
3. PROGRAMMING - To develop, produce, and exchange quality programs with a serious purpose.

3a. Experiment with new program ideas and techniques.

3b. Encourage utilization of programs with a serious purpose.

4. ENCOURAGE SUPPORT - To encourage support of educational radio and television broadcasting and its role in a modern society.
5. CONSULTANT SERVICES - To provide consultant services in areas of management -- philosophy, programming, engineering, legal, licensing, etc.
6. EVALUATION AND RESEARCH - To foster research and evaluation to aid in programming and to provide bases for determining values to society.

7. PROFESSIONAL UPGRADING - To promote the upgrading of educational radio and television personnel through:

   a. Fellowships and scholarships.

   b. Professional workshops.

   c. Internships.

   d. Establishment and encouragement of professional standards.

   e. Expert team visitations of educational radio and television stations.

   f. Placement bureau

8. COOPERATION WITH OTHER AGENCIES -- Work with other institutions, organizations, and individuals in the use of radio and television broadcasting in raising the cultural and educational level of our contemporary society.

9. SUPPLEMENTAL USE OF RADIO - TELEVISION MATERIALS --Cooperate with other educational institutions and organizations in the use of supplemental radio and television materials for the use in the advancement of education on all levels.

10. INTERNATIONAL UNDERSTANDING - To foster international understanding with the development, production, and exchange of radio and television programs with high purpose.

1-29-54

#2

~~COMMITTEE ON POLICY STATEMENT~~

The National Association of Educational Broadcasters is composed of institutions, groups and individuals dedicated to the raising of the general cultural and educational level in our American society through educational radio and television broadcasting.

Implementation of this general goal is brought about through programs and services designed to achieve certain specific objectives. These are:

1. To provide leadership in all areas of educational broadcasting, representing both public and private interests, and supporting and protecting the rights of educational broadcasters.

2. To interpret the role of educational radio and television broadcasting in the modern world.

3. To develop, produce, and exchange quality programs with a serious purpose. To experiment with new program ideas and techniques. To encourage utilization of programs with a serious purpose.

4. To encourage support of educational radio and television broadcasting and its role in a modern society.

5. To provide consultant services in areas of management philosophy, programming, engineering, legal problems, licensing, etc., and to coordinate information exchange in this area.

6. To foster research and evaluation as an aid to better programming and better education for both producers and consumers of educational offerings in wireless communications.

7. To promote the professional advancement of educational radio and television personnel through:

   a. Fellowships and scholarships
   b. Professional workshops and seminars
   c. Internships
   d. Establishment and encouragement of professional standards
   e. Consultation services to educational stations by teams of experts
   f. Operation of a placement service for educational television and radio

8. To cooperate with other institutions, organizations and individuals in the use of radio and television broadcasting in raising the general cultural and educational level in our American society. Assisting them in coordinating or developing workshop, committee, and general advisory services.

9. To cooperate with other educational institutions and organizations in the use of supplemental radio and television materials for the advancement of education at all levels.

10. To foster international understanding through the development, production and exchange of radio and television programs with a serios purpose.

11. To coordinate and supply leadership for the efforts of the several organizations and groups working in behalf of educational television and radio broadcasting.

H. J. Skornia - 4-2-54.
H. E. Hill

THE NAEB

What is it?

- *The national professional association which represents the interests and needs of educational broadcasters*

Who comprises its membership?

- *114 educational institutions and organizations owning and operating a total of 120 educational radio stations and 9 educational television stations (Active members)*
- *100 educational institutions and organized producing educational radio and television programs independently or over commercial stations (Associate members)*
- *27 other organizations and individuals interested in the general development of educational broadcasting (Affiliate members)*
- *Total membership of 244*

How is it organized?

- *National Officers and Regional Directors elected by, and from, membership*
- *National Headquarters and Network employ professional staff headed by Executive Director*

What services does it offer?

- *Full-time Television Engineer*
- *Educational Television and Radio Placement Service*
- *Management and Employee Relations Consultant Service*
- *Legal Consultation Service*
- *NAEB Radio Network*
- *Workshops, Seminars, Scholarships: a constructive, progressive program of personnel training and upgrading*
- *Grants-in-aid to foster the production of outstanding radio and television series by educational member stations and institutions*
- *Monthly Newsletter and research publications concerning the many facets of educational broadcasting*
- *General consultation and service to membership*
- *International program, materials and personnel exchanges*
- *Prestige Productions (some in book and album form) recognized around the world*
- *Continuing Research in all phases of broadcasting*
- *The most active and productive Committee structure in the U.S.*

How is it financed?

- *Membership dues and network assessments*
- *Grants from the W. K. Kellogg Foundation, the Fund for Adult Education, and other Foundations.*

Where can I get further information?

- *Write:*

The National Association of Educational Broadcasters
14 Gregory Hall, Urbana, Illinois

THE NAEB NETWORK

- WHAT IS IT?

  - *It is an organization which each year distributes dozens of radio series - hundreds of programs - to its members.*

- WHO COMPRISES ITS MEMBERSHIP?

  - *Its membership consists of 76 non-commercial radio stations owned and operated by active members of the National Association of Educational Broadcasters - the NAEB.*

- HOW IS IT ORGANIZED?

  - *The NAEB Network is directly responsible to its members and their accredited representatives. Its programs are selected by committees appointed by the president of the NAEB. They are then distributed to NAEB Network member stations by a Network staff employed by the NAEB.*

- WHERE DO NAEB PROGRAMS COME FROM?

  - *NAEB members: Produce over 50% of Network programs.*

    Other organizations: The Air Training Command, Radiodiffusion Television Francaise, The Committee for Free Asia, etc.

  - *Grants-in-Aid: The NAEB has administered grants from the Fund for Adult Education and the Educational Television and Radio Center totalling $200,000 in the past three years to enable NAEB members and other educational organizations to produce outstanding educational programs.*

  - *NAEB productions: With financial aid of the Fund for Adult Education, the NAEB has produced a number of notable series: The Ways of Mankind, The Jeffersonian Heritage, etc.*

- WHAT KINDS OF PROGRAMS DOES THE NAEB NETWORK DISTRIBUTE?

  - *Music -- lecture -- discussion panels -- children's programs -- interviews -- drama -- in-school listening programs.*

- HOW DO NAEB NETWORK PROGRAMS DIFFER FROM COMMERCIAL PROGRAMS?

  - *NAEB Network programs are primarily content-oriented, although technical and format considerations are by no means forgotten.*

- HOW ARE THESE PROGRAMS DISTRIBUTED?

  - *The recordings are mass-duplicated on special equipment at the NAEB Headquarters with weekly shipments to each member station.*

- HOW MANY PROGRAMS ARE MADE AVAILABLE TO MEMBER STATIONS?

  - *At least 8 hours of programming each week. Since the Network was founded in 1950, member stations have aired a combined total of almost 50,000 hours of NAEB Network programs.*

- WHAT ABOUT IN-SCHOOL PROGRAMS?

  - *Besides the series mentioned above, from 5 to 12 in-school series are distributed for use during each semester.*

- HOW IS THE NETWORK FINANCED?

  - *Foundation aid: This year approximately one-fifth of the cost of operation is underwritten by a grant from the W. K. Kellogg Foundation.*

  - *Membership assessment fees: Member stations are assessed according to transmitter power from $225-$600. A small additional fee for in-school programs is charged in some cases. Next year, when the assessment fees are raised to $300-$800, the Network will be entirely self-supporting.*

- ISN'T THAT QUITE EXPENSIVE?

  - *On the contrary. You will find that it costs less to broadcast NAEB Network tapes than to program classical music.*

- WHERE CAN I GET FURTHER INFORMATION?

  - *Write to --*

THE NAEB NETWORK, 14 GREGORY HALL, URBANA, ILLINOIS.

First Draft

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Goals and Purposes

NOTE: CONFIDENTIAL. NOT FOR PUBLICATION

PREAMBLE - The National Association of Educational Broadcasters is organized and operated to raise the cultural and educational level in our American Society through broadcasting, with institutional membership and by cooperation with all educational institutions--universities, colleges, and schools -- other organizations and individuals who have a common goal in raising the cultural and educational levels in our society.

SERVICES - N. A. E. B. is implementing these aims and purposes by providing services in the following areas:

1. LEADERSHIP - Provide leadership in all areas of educational broadcasting, representing public interests, and supporting and protecting rights of educational broadcasts in radio and television.
2. INTERPRETATION - Interpret the role of educational radio and television radio and television broadcasting in the modern world.
3. PROGRAMMING - To develop, produce, and exchange quality programs with a serious purpose.

3a. Experiment with new program ideas and techniques.

3b. Encourage utilization of programs with a serious purpose.

4. ENCOURAGE SUPPORT - To encourage support of educational radio and television broadcasting and its role in a modern society.
5. CONSULTANT SERVICES - To provide consultant services in areas of management -- philosophy, programming, engineering, legal, licensing, etc.

6. EVALUATION AND RESEARCH - To foster research and evaluation to aid in programming and to provide bases for determining values to society.

7. PROFESSIONAL UPGRADING - To promote the upgrading of educational radio and television personnel through:

   a. Fellowships and scholarships.

   b. Professional workshops.

   c. Internships.

   d. Establishment and encouragement of professional standards.

   e. Expert team visitations of educational radio and television stations.

   f. Placement bureau

8. COOPERATION WITH OTHER AGENCIES -- Work with other institutions, organizations, and individuals in the use of radio and television broadcasting in raising the cultural and educational level of our contemporary society.

9. SUPPLEMENTAL USE OF RADIO - TELEVISION MATERIALS --Cooperate with other educational institutions and organizations in the use of supplemental radio and television materials for the use in the advancement of education on all levels.

10. INTERNATIONAL UNDERSTANDING - To foster international understanding with the development, production, and exchange of radio and television programs with high purpose.

1-29-54

CONFIDENTIAL

PROJECTS AND DONORS SUMMARY
(Requests)

December 10, 1953

FROM-H. J. Skornia H. J. Skornia

FOR-Graydon Ausmus
John Dunn
Frank Schooley
Armand Hunter

Paul B.Rickard
Richard B. Hull
Marguerite Fleming
Allen Miller
Seymour Siegel
James MacAndrew
Earl Wynn

	Kellogg 7-1-53	FAE 8-28-53	Standard Oil of N.J. 9-30-53	Center 12-7-53
1. Tape Duplicator	X		X	
2. Tape	X		X	
3. In Service Training Program (Staff Exchange)	X			
4. Increased Duplication of Service Materials	X			
5. Consultation Services by Regions (travel expenses only)	X			
6. Committee Meetings (travel funds)	X			
7. Radio Program Service for Schools (Archive Service)	X			
8. (Staff)2 Associate Directors (1 radio; 1 TV; program emphasis)	X			
9. Travel for Associate Directors	X			
10. Staff Study of TV Ed. Network need	X			
11. Grants-in-aid, prestige in-school (2 series)	X			
12. TV Grants-in-aid (3 series)	X			
13. Washington-New York Office-$19,600.00	X		X	
14. Exchange (Fulbright) support funds	X	X	X	
15. Printing	X		X	

CONFIDENTIAL

PROJECTS AND DONORS SUMMARY
(Requests)

	Kellogg 7-1-53	FAE 8-28-53	Standard Oil of N. J. 9-30-53	Center 12-7-53
16. Publication Coordination Study		X		
17. Development of Production Resources		X		
18. Travel and Contingency			X	
19. Secretarial Services (additional)	X		X	
20. Consultant Services:				
a) Engineering		X		
b) Public Relations and self-interpretation		X		
c) Management and organization		X		
d) Program and resource		X		
e) Production and Writing		X		
f) Audience and Community Research		X		
g) Legal		X	(11-20)	
21. Fellowships, scholarships		X		
22. Workshops		X		
23. Monitor Studies		X		
24. Associate Director	X			
25. Placement Person and expenses		X		
26. Engineer		X		
27. Engineer's Secretary and expenses		X		
28. Gerontology Series				X
29. "Living Document" Series				X
30. BBC Series funds ($41,000.00)			X	X
31. Industrialization series			X	X
32. Future Series planning funds				X
33. Medical Series (AMA)			X	X
34. Music Educators National Conference Series				X

PROJECTS AND DONORS SUMMARY
(Requests)

	Kellogg 7-1-53	FAE 8-28-53	Standard Oil of N.J. 9-30-53	Center 12-7-53
35. Foreign Study Grants		X		
36. Research Projects		X		

No requests for funds are out for:

-De Tocqueville Series
-Prix Italia funds
-Land Line or FM HI-FI Studies
-Grants-in-Aid for 1954-55

EXECUTIVE DIRECTOR'S LETTER #9

March 6, 1952

The grindstone is moving slowly at Headquarters. The flurry of meetings of January and early February is over. So, there is a breather in that respect -- but certainly no breather as far as Tape Network operations are concerned.

I trust by now you have had a report on the meetings held at Purdue. These were, I believe, extremely stimulating and valuable. We will be drawing upon these considered opinions for many months to come. If you haven't received a copy of the report, please let me know and I will send you one.

The Urbana meeting of the Executive Committee was marked by harmony, diligence, and a completed agenda. You will be getting a complete report of this in the form of minutes from Burton Paulu soon. We did a great many detailed things, but the action which will affect you most immediately is a schedule of meeting proposals which were adopted.

The first of these meetings will come March 28, 29, and 30, at Norman, Okla. This will be the first, we hope, in a series of regional meetings aimed at strengthening the grass roots of NAEB. It is only logical that the director who spearheaded the creation of NAEB regions should be the first to hold such a meeting. There are only eleven active members and seven associates in Region 5. Most of them have not attended any of our conventions or past meetings. It is fertile ground that will be well cultivated. This will be a shake-down cruise. A report of the meeting will be extremely valuable in deciding whether we plan similar meetings in years to come.

The second meeting approved was on television. The Executive Director was given authority to work out the details of this with Dick Hull. Dick has been away from his desk for a week or ten days and hence I have nothing further to report. Certainly some sort of workshop seminar or just plain meeting can be arranged so that we may derive all possible benefits from the operation of our only educational television station.

The third meeting approved was an Allerton Type Seminar. The Executive Director was authorized to explore the possibility of holding this for music directors, script writers, and the like. This meeting is perhaps the unclearest in my mind of them all. We are exploring all the possibilities and will have a report to make to you at some later date.

The fourth meeting approved was an Allerton Type Seminar for school-station people. This, more than likely, will follow the pattern of the first Allerton Seminar of educational station operators and take up the basic aims and

responsibilities of school stations as well as spend considerable time at the "how-to-do-it level". Either meeting "three" or "four" will be held after July 1. There is insufficient money to hold both of them during the current budget year. It will not be a question of delay but rather which is the most appropriate meeting to be held at which time.

If you would like to add to the above list the other meetings which will undoubtedly be coming up, may I suggest the following:

April 16-17 - NAEB Board meeting, Columbus, Ohio
April 17-20 - IERT meeting at Columbus, Ohio
April 17-20 - NUEA meeting in Houston, Texas
April 21-26 - ACE-TV meeting, State College, Pa.
May 2-3 - ACE annual meeting, Chicago, Ill.

It looks like a busy spring and summer.

The Executive Committee asked me to attend the American Education Association meeting in Washington, February 22 and 23. A family down with the flu, which is running rampant in the Midwest, prevented me from going. Frank Dunham represented us, and I have a fine report from him on the meeting. This meeting was held to form a "national council on adult education" which will attempt to correlate all of the activities that the various agencies concerned were carrying on. It will act as a clearing house. It, more than likely, will not initiate any programs of its own but undoubtedly will point out areas in which programs should be carried on. I agree with Frank Dunham that we undoubtedly should belong to this group - which is sponsored by - but different than - the AEA. The NAEB Board has gone on record as favoring joining AEA, and we are in the process of determining where we stand on that matter. There has been no formal action on the new joint effort. I understand that it would cost us nothing. However, I believe it is a matter which can be deferred for formal action to the April Board meeting.

I said that things here at the Tape Network are humming, and they are. We have been receiving remarkably fine acceptances of our new in-school package, although I am deeply chagrined that certain of our good old line AM members have refused this offering of top-level in-school shows. I am sure there must be a good reason, although I don't see it now.

To add to all the rest of the headaches with which Dick Rider and Roz Biason have been wrestling with is the problem of stations being off the air for varying lengths of time during the summer or a reduced hour basis. We all are sincerely hoping that this is the last time we will have to make up a Network leg schedule. The answer to this lies in the tape duplicator, which I now believe is closer than ever before and which may very well be in operation in time to by-pass the next package. All of which may run into a real problem of tapes, but we will cross that bridge when we get to it.

We finally got off the Hull Biloxi speech and have sent it to Steetle for distribution. We also have received a corrected copy of the Lasswell Biloxi speech and will have it prepared on mimeo for distribution to you sometime next week.

We have perfected our card file system for members and will have it in operation soon. Along with that has come a change order form which you will be seeing from time to time and which should keep our membership lists current.

The new stationery for Headquarters and Network will be off the press soon and should start arriving at your bailiwick.

The News-Letter mast-heads have been revised and printed so that the News-Letter, with the combined February and March issue, will take on a new appearance.

We have perfected the revision of the new "application of membership forms" and are preparing to do a simple printing job on the Constitution and By-Laws (including the Paulu amendment).

We received our first response to the 3M flyers which have recently been sent out on the LA-TV booklet. We figure it will be necessary to sell 250 of these books at the $5.00 price to make back our costs. We will appreciate any help you can give us.

I said tape was one of our problems and it is. We will need more tapes in order to switch from the package to the direct system. We also must solve the problem of how many masters do we store and how do we assure ourselves that they will be as good three years from now as they are today. We have explored these problems with nearly everyone and have not as yet come up with a good answer. We will keep working on it. One of the by-products of that exploration may be of value to you. 3M now has a new reel with a 2 3/4" hub as compared to the 1 3/4" hub on the old 7" reels. The new tape is slightly thinner so that with the new and enlarged hub, the 7" reel will still hold 1300 feet of tape. May I suggest that if you are planning to make any tape purchases in the near future that you insist on this new reel and tape. I think you will find it a considerable improvement.

I understand that we have received an additional grant on the EAE in the amount of $3,000, which will enable us to print the New York and Chicago Monitoring Studies. Formal word on this should be coming soon.

We have been promised pictures of the big NAEB exhibit which was first shown at the UNESCO meeting in New York. When these are forthcoming, we will immediately offer the exhibit to all NAEB Tape Network stations. The deal will be that each university or school will have to handle all local expenses of the exhibit. This means setting it up, tearing it down, and paying the shipping expenses to the next point. This will be routed just as tapes are on the Network,

and great care will be exercised to see that shipping distances are not too great. If we can keep the jumps in the 200- to 300-mile bracket, shipping costs would not amount to more than $25.00. Inasmuch as the exhibit will be set down by the Railway Express at the point of display and inasmuch as the display has been designed for ease of erection, dismantling, and packing, we feel that the local costs, if you do not have to pay for display space, will amount to $25.00 or less. Hence, for $50.00 or less, member stations can be assured of a beautiful exhibit which should do much to call attention to the fine programs offered on the Tape Network with particular emphasis on the new shows being done by the NAEB Adult Education Project. I hope you will all be able to use this fine exhibit.

Jim Miles

EXECUTIVE DIRECTOR'S LETTER NO. 8

February 4, 1952

THE MIDWEST LOOKS GOOD--With more than 3,000 miles on my car since I last saw Urbana I pulled in here Wednesday morning to find the desk thoroughly covered. Three solid days of work have let me get down to at least a minimum of working space. Needless to say two weeks is plenty to spend away from home.

My visit with Kendall Crane at Duquesne University convinced me that here was one area which we thought virtually dead but it actually is really full of life. Crane is a driver; he has plenty of support from his administration and has finally convinced the newspapers that they should carry the WDUQ program schedule. He is making himself heard in Pittsburgh. This is one area we can count on in the future.

LEHIGH UNIVERSITY, BETHLEHEM, PA.--I had my first opportunity to visit an associate member. Barrett Davis, the director, is doing a fine job with what he has. He has many of our problems plus many added tasks which surround a relatively small independent male college. He spoke very highly of NAEB and made two very fine suggestions--one, that there be an "ASSOCIATE'S PAGE" in each issue of the News-Letter and, two, that additional copies of the News-Letter should be available to those members who wish to buy them at, say at $2.50 a year. At last count, we had 47 associate members. Undoubtedly, they should be considered more in our operational plan.

I will not comment on the New York meetings. You were all there and have your own ideas.

Prior to the meetings I had a chance to visit Dorothy Lewis, U. N. Radio, who gave plenty of promises of cooperation. Following the meetings, I had a chance to do the New York work on seeing that our UNESCO exhibit got properly set up.

Five days in Washington were put to good use. I was lucky and found Lowdermilk, Broderick, and Dunham all in at the USOE Radio Office. If you haven't kept up with things these people are doing, it would be worthwhile to investigate. Also visited with John Mieghor (pronounced Marr) of the Department of State Radio-TV Laision. He is running the ball for us on the new Voice of American radio series. He is also trying to secure permission for us to utilize in some manner the tremendous backlog program material available at the Voice of America Library in New York.

I had the opportunity to have a very fine dinner with Ralph Steetle and his fine family and to hear more about the JCET work. Also with Frank Abbott of the American Council, with further details on the forthcoming Pennsylvania meeting.

Walter Emery was tied up with FCC hearings on the TV allocation plan, but I finally got to him Saturday afternoon at his nice home in Chevy Chase, Md. I also ran into Eldon Campbell, who is alumnus of WILL and a good friend of Allen Miller and also at one time my boss at WOWO at Fort Wayne. He is doing real well as national sales coordinator for Westinghouse Radio Stations, Inc.

AMERICAN COUNCIL MEETINGS--The real purpose for my trip to Washington was to attend the American Council of Educational Conference of Organization Member Representatives. It is a real thrill to see this vast organization work. I am sure we have long appreciated the work the American Council does, but none of us have really understood the tremendous pressures that are exerted by all sorts of diverse interests which the group represents. It is literally a wonder that they can take a stand on any subject concerning education. It is only because men of good faith strongly believe in the necessity for education at all levels that the Council has succeeded. Maybe we can take a leaf from their book.

Primary areas of consideration at the meeting were public relations, international understanding, veterans benefits, and UMT and all of its ramifications. This is all put together under one publication called "Education and National Security" - a 60-page document which can be secured for $.50 by writing to the American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

It occurred to me that with the hundred or so associations which were represented at this meeting, we may have a very live potential source of information for a series of shows on education. It certainly will bear further investigation.

THE MASS DUPLICATOR PROBLEM--Among the things I had thought would take a few minutes to do in Washington was to visit Georgetown University and see their mass duplicator in action. My first shock was that it wasn't at Georgetown but was with an engineer by the name of Rawden Smith, who was setting up to make tape duplicates on a commercial basis. My visit with Smith took something less than 4 hours during which I got a terrific sales talk on the value of the machine and some indication that he, not Toogood, was the man who would eventually be able to supply us a machine, but no further indication as to when such a machine might be available.

I then visited Dr. Dorstair, Head of the Linquistic Institute of Georgetown University. This is an amazing institution which teaches 26 different languages and can make almost anyone a conversationalist in any of these languages within an amazingly short time.

To do this they use some 100 brush soundmirror tape recorders. They have 16 of them set up so that they can put a master on any one and dub on the other 15. The system works but the quality leaves much to be desired. Dorstair was very insistent upon his need for a mass duplicator and was more than willing to go along with us to get one developed. I plan to pursue this whole area much further in the immediate future and will have a more complete report for you.

THE OLD FILES--During recent weeks my sense of humor has been almost lacking, my patience tried, and my feeling that we were in a vast ocean with no charts compounded many times. Last night I looked at the file that Dick Hull had sent me, more particularly at a bit of history - in the form of some old News-Letters and convention programs. I really think we are pikers compared to the guys who were fighting the battles in those days. Take for instance, the recurring problems of the loss of AM frequencies, which evidentally was a combination of lacking of prosecution on the part of the educators and the lacking of sympathy on the part of the FCC, and then a topper for all of this was the masterful switch pulled by WHA in demanding the clear channel frequency occupied by WMAQ in Chicago.

Then, too, there was the fine story of the 1939 convention in which Judith Waller expounded on "How I Would Run an Educational Radio Station," winding up with the fact that she didn't think it was possible.

Carl Menzer and Bob Higgy evidentally did a terrific job with a disc recording machine they got from somewhere and sent around to member institutions.

The New York delegation was heard from in 1939 with the WlXAL story. This evidentally was a high powered short wave rig in New York to which Mayor Laguardia wanted to feed the WNYC shows for possible re-broadcast by NAEB members throughout the country.

There is an interesting item in the 1936 News-Letter in which AM re-broadcasts were urged. They spoke highly of the exchange of broadcasts between WOI and WSUI and the possible enlargement of this to include KSAC, WHA, and WILL.

There was considerable consideration given to an "exchange library of recorded programs."

I also got a big kick out of reading two 1947 publications--one by Elmer Sulzer on how to set up an educational FM radio station and another by George Willeford of Indiana University on a study of educational radio stations.

Then there was KUOM Station Report of 1948 which still has many implications for us today. If this is any sample of what the files contain, there will be most interesting reading whenever I can take out two months to do so.

HEADQUARTERS JOTTINGS---Acceptances are now all in for the combined meetings of the Network Acceptance Committee and the In-School Program Committee. This meeting will be held at Purdue, February 7, 8, and 9.

Plans are underway for the Executive Committee to meet here at Urbana, February 15 and 16.

Dick Rider is on his way back from the UNESCO meeting and will undoubtedly have something to report on that at a later time.

Material continues to come in from the USDA, the National Safety Council, Netherlands Information Service, and others. I hope all of you are taking advantage of this free stuff.

Attached to this letter is Dallas Smythe's study "Inventory No. 2 of Educational Radio Station Programming: Analysis of 1950 Programs with Comparisons, 1949-50"; also a half dozen flyers that we had prepared to help sell the IA-TV books. Five thousand of these will be distributed eventually to a variety of lists. Too, some mimeographed material put out by the St. Louis Board of Education is enclosed.

John Holt, who has charge of our mailing and duplicating set-up, has called my attention to the Robert Lewis Shayon article in the February 2 issue of the Saturday Review - by all means read it.

TRAVEL VOUCHERS--I believe that we have received travel vouchers from everyone except Allen Miller. Although Ausmus sent his along with a hurry sign on it, he then forgot to sign it. Checks should be your way in about 10 days.

Jim Miles

P.S.: Just received word that the National Association for Better Radio and Television (NAFBRAT) included in their first annual awards a special citation to the National Association of Educational Broadcasters for the New York and Los Angeles TV monitoring studies.

NAEB POLICY LETTER #7

December 28, 1951

Gentlemen:

I thought you would get some inspiration out of this exchange of correspondence between Dick Rider and various staff members of The Cooper Union. It is funny what a little thing can do.

This will be the shortest Policy Letter on record. I have been busy on the "thinking" side the last few weeks and now comes January, a month of action.

The schedule looks something like this:

January 3--an engineering group meeting in Chicago to discuss tape making, tape duplicating, and tape playing standards. The group will meet with representatives of Minnesota Mining, Magnecorder, and possibly others. And then we'll move that night to Urbana to look over the set-up here and make the specific recommendations mentioned above.

I will stay in Chicago January 4 for a meeting with Siegel, Harley, and Probst, on promotion plans for the coming Ford programs.

The night of the 4th, all of us move to Ames, Iowa, for a meeting of the Committee of Five, which will hear some tapes of Ford shows and view some Kines of the shows WOI is producing under the Ford grant.

January 7--finds us in St. Louis for the Mayor's Conference on TV.

January 8--I plan to visit Marguerite Fleming's installation in the St. Louis Public Schools.

Then comes a week of planning, followed by the Planning Group Committee meeting in Lafayette on January 17, 18, and 19.

Shortly thereafter I expect to leave for Washington for some visits with people there and to attend the annual meeting of the American Council on Education.

A hurried return from Washington to Urbana for a series of meetings here around the first of February. Plans are not complete on these as yet so will have to give you the details later.

They are progressing well here at Illinois; reports I get from Wisconsin, Cleveland, Columbus, Ames, Washington, and New York indicate that everybody is well and busy.

I trust the next report will have more meat in it.

Jim Miles

POLICY LETTER #4

October 26, 1951

I HAVE BEEN TRAVELLING....AND MORE TO COME: Started the rounds of stations early this week by making a three-point touch in Michigan, first to Hugh Masters of the Kellogg Foundation in Battle Creek. Masters impressed me as being a very fine guy, deeply interested in educational radio, genuinely anxious that NAEB run its own show and that Kellogg help in every way possible. Masters formerly was at Ohio State, originally from Texas. While at OSU he either worked with or knew first-hand the old radio education project of Keith Tyler's. Inasmuch as my brother was one of those people, we swapped stories on people mutually known. Hugh is also a farmer, actively managing 160 acres just outside Battle Creek, and so we talked considerable agriculture. Toward our particular ends, he had many ideas on organizations, how they are set up, how they can best operate. He gave me many leads which I shall attempt to review and which undoubtedly will be of value to us as we strengthen our organization. He plans to be in Biloxi about 24 hours, from Thursday noon until Friday noon. I am sure you will all agree with my evaluation when you meet him.

The second visit was to Bob Coleman at WKAR and incidentally to the new Kellogg Foundation Hotel which is called there a Continuing Study Center. A really lush place that would be ideal for some of our future meetings either short-term or Allerton length. I imagine it is as busy as the Minnesota Continuing Study Center, so any booking would have to be done well in advance. Nice chat with Bob Coleman and his good wife, and I have a better picture of their operation now. Next to Wally Garneau's spot at Western Michigan State Teachers College. Garneau has a miniature Waldo Abbot set-up--really nice, top floor, new building, not too much equipment but what's there is good. Wally operates on a shoestring but with the complete cooperation of his administration. Wally is strong for the tape network--says it has been the thing that enabled him to adequately program 25 hours a week.....If other visits are as cordial and revealing as these two, we should have a rather tremendous body of knowledge of what education stations of the nation are doing.

THE MAIL WAS HEAVY: The desk was piled high after a week's absence. Among things noted...T.E. Bennett of Schenectady tells me that they have recently lost their regular spot on a local AM outlet but have been offered night-time on that outlet because of TV competition. The first instance of this I have noted. He has also completed arrangements to use G.E.'s outlet as much as he wants but now would like to buy 100 or 200 AM-FM radios and asks, "Do you know a good cheap source?"..... Edgar Will of the University of Hawaii sits in an enviable position without any money. There is no FM on the Islands but by the same token there are plenty of AM channels available. He asks the usual question, "Anybody know where I can find money to start a station?".....Sydney Head is away from the University of Miami working on his Ph.D. Oliver Griswold is the Acting Director.....Ed Adams says that due to some building difficulty, he is having to delay the start of his operation until November 13.....Keith Nighbert says that they are getting ready to change from three to eight hours daily about the first of the year.....Bob Higgy writes that Bill Ewing's daughter is out of the iron lung but still in the hospital. How about a note to Bill?.....Herb Hake gave me the low-down on Iowa State Teachers College cooperation with WOI and WSUI. It looks like a real deal.....Will Wichers of Netherlands Information sends along another of his "Feminine Vignettes" which contains three nice human-interest stories. It is issued weekly. Are you getting a copy?.....Bill Harley sends along his voluminous report on the Jeffersonian

series which makes exciting reading.....Harley, Siegel, and Tyler all commented on the CBC deal. It looks like a good source but evidently a complicated problem..... Dick Sotterberg of WSUI inquires about the possibility of writing a thesis on NAEB. If he does as he plans--Dick Rider completes a similar job--and I get the information I am after, we really should know something about this Association by this time next year.

BILOXI AGENDA?: From several things I have read, it looks like we have gas-pipe stations as members of NAEB. I hope I have the wrong impression.....Wally Garneau suggested we investigate thoroughly areas of cooperation and of work of this Office and Frank Dunham's office. Wally feels there is considerable duplication.

BROADCASTING BELLOWS:. The TV code makes good reading. Someone was really on the ball when it was written. They evidently had even read our New York study as evidenced by the section, "Time Standards for Advertising Copy", particularly Article 6.....It looks like one of "our" boys is sounding off. How about that? Incidentally how do we go about keeping everybody on nearly the same course?

IMPORTANT: Mrs. Reed of the Herald-Tribune gave us $600 for tapes. She needs to be thanked by personal letters from each one of you. Keep it in mind and do so at the earliest possible moment.

Jim.....

P.S. Had a call this morning from McCALL'S for an acetate of the Crane-Goslin-Weaver section of the H-T Forum. Must be a hot one.

NAEB POLICY LETTER #5

November 15, 1951

BILOXI:- "The only possible thing wrong was the weather". I've heard that statement many times since leaving Biloxi--together with "The Best Ever!" and similar remarks. Certainly no one could have attended and not been stimulated. People will long discuss the Siepman talk -- the Laswell proposal -- the Coy performance -- the Sparkman spark -- and on the lighter side the seafood and southern hospitality. The business meetings and the board meetings were also very well done -- the officers, new directors, and the convention site for 53 -- how can we help but expect even greater things from NAEB during the next stage of its growth. Guess its up to Siegel to come up with a new label -- I can't think of anything to follow "adrenilin" -- or aren't we thru that stage yet?

VISITATIONS:- The southern trip made it possible for me to visit the following places -- and get more than the thumbnail impressions I list here. New Albany, Ind.:- organization and coordination with a High School workshop group a revelation to a University operator -- now they're picking up the nighttime operations idea -- programming entirely from NAEB Tape Network features (a trend?) Louisville, Ky.:- A pushing, shoving, hauling operation that is nevertheless apparently quite sound. Don't write off this wire idea for municipalities -- it makes plenty of sense from a service, and a financial, point of view. University of Alabama:- Ausmus at his best. Use of persons trained on gaspipe radio seems to work -- and each certainly has its place. Atlanta, Ga.:- Gaines furnace blew up on him -- much as I sympathized with Al -- I was happy for the opportunity to know Haskell Boyter better. Another excellent operation -- that undoubtedly will expand to an adult education nighttime operation in the near future...there's plenty of material available for such expansion -- and certainly WABE is adequately equipped both staffwise and technically. University of Tennessee:- Ken Wright finally remembers that we were commercial opponents in the halcyon days of Cincinnati radio. He's applying plenty of that know-how to the WUOT operation. Needs both space and staff, but is making progress in those directions. University of Kentucky:- Bromo is still the same. We almost had a knockdown-dragout fight on the question of timing versus material as a program determinant..and he offered the first opposition to paying up for network service -- largely due to the fact that he's only on the air 15 hours weekly.

HERE AT URBANA:- We're still fighting the battle of the tapes...but think we'll have something definite to report most any day. The tape duplicator looks somewhat more promising with Toogood saying "I'll more than likely have something for you about Jan. 1" Keep your fingers crossed too -- please!! Nice long chats with Dallas Smythe and Will Schramm. Dallas is working out that "research design" deal I mentioned at Biloxi for this office. Promises to come up with something in afew days. Schramm again expressed his regrets at not being able to attend the Biloxi meeting. Hudsons out of town for a week -- ditto Schooley. Frank at the SDX convention--a glutton for punishment huh? Siebert and Lindley listened to all the Lasswell tapes today. Incidentally, watch the program offering letter for an offering on the Biloxi tapes.

WORTH READING -- AND TALKING ABOUT, TOO:- The fantasy -- the Sat. Review review -- and the Coy Biloxi story in the current Broadcasting. The last doesn't quite give me the impression I got in the Hurricane room. The next to the last is a perfect example of biased journalism when you read the Sat. Review originals. And the first -- oh, well, let the guy dream...Put these three together -- The TV code, Coys' Biloxi talk and the fantasy -- and you come out with an NAEB must namely: A positive approach to broadcasting today. Right?

MAIL AND PUBLICATIONS:- If you're having trouble with untrained personnel understanding your operations -- see if you can talk Dick Hull out of a copy of his very sound, very excellent 60 page operations manual. It's the best I've seen. I'm also impressed by the terrific job Iowa State Teachers College does working with WOI and WSUI -- mentioned this before, but just couldn't refrain from doing so again....Note that Kay Lardie reduces her program sked to 2½ X 5 inch size. Would paste on a radio -- or slip under a glass topped desk nicely....Noted with some amazement the 40 hour schedule of KAIW out in San Francisco. They evidently are doing considerable training of radio at the High School level, with an eye toward placement after graduation..ditto WEVD in New York state. This might be something that those of us who feel University broadcasting is a poor training ground -- or at the least a waste of facilities -- might espouse.

REMEMBER:- We promised to help bring Waldo, Jack and Parker up to date as quickly as possible -- send 'em anything that would help....Remember too, that we here at headquarters want to see anything you've done --send it along.

A THOT FOR FUTURE DISCUSSION:- What part of our effort should eventually be aimed at helping those schools without radio stations get tapes or discs of radio programs for use in the classroom? Would a tape library -- separately financed -- upon which all schools could call be a good corollary activity to the tape network? How closely should we play with the AV boys in their overall effort?

Don't jump to any hasty conclusions on the above!

Regards,

Jim....

NAEB POLICY LETTER #6

December 17, 1951

GENTLEMEN:- Times are still hectic -- or hadn't you noticed? It's been quite a while since the last of these missives was issued -- and maybe it's time to restate their purpose. It is my hope to so inform those usually called upon to state policy to members and the public that they always know what the many operations of NAEB have been doing and why. These then are background and your good judgment of their use is of course essential.

A FIRE?- John Henderson called me about two weeks ago and read a letter from "Wag" Waggoner, director of the Elgin, Illinois school 10 watter WEPS. In it he was inviting various people in the midwest to attend a luncheon on the first day of the SBC to consider, among other things, "...the formation of an organization composed of public school station operators and school program producers to consider problems peculiarly ours." I immediately called Waggoner on the phone, drove to Elgin that afternoon and spent the best part of the next day with him. He didn't mention the proposed organization and neither did I, but I did outline the many plans NAEB had for working with the school stations. He's a smart guy and has a good operation and plenty of plans for future use. He invited me to the luncheon -- which I attended. Nothing was said of the proposed organization -- and I believe those who were there left with a renewed sense the value NAEB membership held for them. There were many offers of cooperation among those present -- but this of course is where we were many years ago, and it has no better chance of succeeding than did our efforts then. The fact is apparent that the NAEB offers the only concrete continuing help now available to educational-non-commercial radio stations.

SCHOOL BROADCAST CONFERENCE:- George Jennings' annual clambake went off in the usual manner. Those interested in utilization--mainly teachers--and those interested in helping schools' use radio--mainly PTAers--comprised 95% of those attending. NAEBer there were Waldo Abbot, Keith Tyler, John Crabbe, Dick Setterberg, Ralph Steetle, George Johnson (Indiana), Ed Weggener (WOI), Frank Dunham, Gertrude Broderick, Ronnie Lowdermilk, and new representatives from St. Louis and Huntington, Indiana. There undoubtedly were others but I don't remember them. Biggest hassle was on the AV split reaction to the JCET TV proposals. Read the editorial in the recent "See and Hear" magazine and I'm sure you can imagine the answer Jim McPherson, Executive Secretary of DAVI, gave. He was backed up most effectively by Ralph Steetle; Seldom have I heard anyone do as quiet, reasonable, sound job as Ralph did there. We haven't heard the last of this issue though.

AM I SEEING SPOTS? The blast mentioned above, including blasts at WOI and WNYC -- the story I get in Indianapolis and Cleveland of continued offers of time and the attendant requests for statements indicating that

the time offered taxes that institutions ability to produce TV shows to the utmost -- the date for the TV code acceptance (March 1) all seem to point to increased activity against making the proposed allocations table final. Anything more concrete that you can offer, Ralph?

NEW YORK CITY AGAIN:- George Probst as chairman of the committee of five asked me to sit in on their meeting in NYC Dec. 8 and 9. There the committee asked me to sit in on all of their future meetings. (This plus increased effort on the part of both Harley and me to keep each other informed of our activities should improve liaison appreciably). The committee approved the release date for the IA study (about Dec. 19); approved the NYC study for January; applauded the action of Frank Schooley and the subsequent board approval of fiscal plans for the monitoring funds; authorized the executive director to handle administrative details of the Monitoring fund; and authorized the executive director to attempt to secure the services of Robert K. Merton of the Bureau of Applied Social Research, Columbia University to work with Smythe on the NYC study (which I did -- and he accepted, although the relationship will be different than in the past). The committee also heard reports on the Lowell project from Harley and the ISC-TV project from Hull. Complete reports on these will be issued by Harley and Hull. However, the Committee did agree to meet at Ames, Iowa, Jan. 5 and 6 to hear at least one program in each of two Lowell series and view at least one program produced under the grant at ISC. The committee moved on to its non-administrative area and considered proposals for further grants. In the main, these consisted of a continuance of present efforts, but some new areas were discussed. The committee authorized the executive secretary to send complete minutes of the meeting to all members of the Board of Directors of NAEB (about Dec. 20). This meeting undoubtedly accomplished more in two days than any previous one. Implementation of the decisions made will keep us busy for some time to come.

WBOE, CLEVELAND PUBLIC SCHOOLS:- Returning from New York I paid my first visit to the fine layout of Bill Levenson and Jay Stillinger. Ample staff, space and equipment, plus complete cooperation from administration and teachers makes this the outstanding operation it is. As a guide to other schools, Cleveland spends $1.00 per pupil per year on radio and another dollar on AV. They are now into TV with a weekly 7:45 to 8:00 p.m. Tuesday nite spot. A PR show with the Superintendent of Schools as MC. They figure it takes 1½ man weeks of staff time to prepare for the quarter hour plus the time of the talent on the show which is, of course, students and teachers. With this amount of preparation they are competing with a Pulse rating of 13 according to the station management.

XMAS:- This will more than likely be the last of these letters for 1951. So I'll take this opportunity of wishing you a Very Merry Christmas, and ask you to join me in making 1952 the best year yet for educational radio.

Jim

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

April 8, 1952

To Messrs. Waldo Abbott
Graydon Ausmus
John Dunn
Alvin Gaines
William Harley
Richard Hull
Harold McCarty
James Miles
Allen Miller
Burton Paulu
Frank Schooley
Seymour Siegel
Dallas Smythe
Parker Wheatley

Gentlemen:

Attached you will find the minutes of the most recent meeting of the Adult Education Committee of the NAEB and the relevant appendices on the public discussion area of the project. You are urged to read this before the meeting in Columbus.

This was prepared as a means of giving a complete report to you of the work of the Adult Education Committee so that you will be in a better position to ask questions.

It is obviously impossible for me, as chairman of the Adult Education Committee, to make a satisfactory report in the ten minutes assigned in the agenda of the April 16 meeting at Columbus. I shall assume that those present at the meeting will have read the attached report of the work of the Adult Education Committee. I propose to use the ten minutes to speak about the current developments on the Adult Education Committee project and to raise certain policy questions for consideration by the Board.

Sincerely yours,

George E. Probst

George E. Probst, Chairman
Adult Education Committee

MINUTES OF MEETING OF THE ADULT EDUCATION COMMITTEE OF THE NAEB HELD IN NEW YORK CITY TUESDAY, MARCH 25, 1952

Members of the committee present were Probst, chairman, Hull, Siegel, and Wheatley; by invitation, Harley and Miles; for luncheon only, Fuller and Papp. (Hull did not arrive until 10:30 A.M.)

The meeting began at 9:30 A.M. Probst stated that there were four general items on the agenda: (1) A report from Harley on the four areas of the project; (2) The question of Harley's continuance in his present position after June 1; (3) The decision on what to do in the public affairs program project area with the development of the withdrawal by Lasswell of his suggestion for a Washington, D.C. program operation; and (4) A report of the recent meeting with the Fund for Adult Education in Pasadena.

Inasmuch as Hull had been present in Pasadena and was familiar with that area of the agenda, Probst suggested that to economize on time the meeting begin with item four--a review of the recent meeting with Mr. Scott Fletcher and the staff of the FAE in Pasadena. Harley, Hull, Probst, and Wheatley had been invited as individuals to come to Pasadena and consult with Fletcher and his staff at the FAE on the problem of educational television. A number of other people were also invited, among them President Arthur S. Adams of the American Council on Education and Ralph Steetle. At all times 16 to 18 people were in the meetings. More than half the time was spent discussing television. There was no place nor opportunity for a statement on NAEB needs for next year. There were no promises made that there would be any grants; in general, however, it can be said that Fletcher and his entire staff were very pleased with the progress that had been made and that they were completely sold on the Adult Education Project of the NAEB. They are impressed by the quality of the people we have assembled to work on the Lowell project; for example, Mr. Fletcher is very impressed by Professor Walter Goldschmidt, director of our Ways of Mankind project. The only specific grant made by Mr. Fletcher to the NAEB was $3,000.00 for printing the Chicago and second New York monitoring studies. This money is now on its way to Treasurer Schooley.

The views of Mr. Fletcher regarding publicity on the monitoring studies have changed. Mr. Fletcher wants as wide a dissemination of the results of the studies as can be made. In the discussion on this point, after the request for $2,500.00 had been presented by Probst, an additional $500.00 was granted by Mr. Fletcher to be used for promotional purposes. Mr. Fletcher asked who was handling NAEB promotion. He wants a vigorous campaign to promote the studies --but not a political fight type of promotion. Mr. Fletcher said he was not impressed by the promotion and news coverage given to the Los Angeles study, and that the FAE wants wider dissemination of the information collected. They would like to see articles appear in the Readers Digest, etc. Siegel stated that he believed Fletcher should be pleased with the promotion and news coverage that was given to the Los Angeles study. Probst said that the matter of promotion was the NAEB's responsibility--that the Adult Education Committee was no longer the Committee to Supervise the Monitoring Studies, and the promotion problem continued to be Siegel's responsibility. Siegel said that it would be easy to work up a big campaign on the studies, but that the optimum time for publicity was past--that the studies were getting old.

Probst reported two other decisions reached by the FAE at this meeting which indirectly affect the NAEB. A proposal by Ralph Steetle to continue a second year grant to the Joint Committee on Educational Television was agreed to. After consultation with Steetle, Probst presented to Mr. Fletcher a request that Mr. Fletcher authorize the current JCET to pay the old ad hoc JCET debts from the $9,000.00 that will be unexpended in the current year's budget. Mr. Fletcher agreed to present this request to his Board and it will undoubtedly be approved. Thus the old ad hoc JCET debts of about $4,800.00 which now hang over the head of the present JCET will be discharged. Everybody concerned in this matter is pleased with getting this done.

Siegel asked whether a second year grant would be made for the Lowell programming project. Wheatley, Hull, and Probst said that their judgment was that the FAE would make this grant. They said, however, that Fletcher did not provide an opportunity for discussion of the specific amount. Fletcher did indicate that the second grant would probably be made at the July meeting of the Board of Trustees of the Fund. Fletcher had indicated satisfaction with the general areas of the program project and believed they should be continued.

Probst also commented on the value of a man like Goldschmidt in our project. Fletcher has met and talked to Goldschmidt several times, and is impressed that we have been able to hire a man of his capabilities. Probst went on to say that Goldschmidt was terrific, that he is the type to make an outstanding university president and is one of the leading young social anthropologists in the country. Probst said that the whole past and future success of the project depends upon our ability to identify and persuade brilliant and intelligent people to work for us.

At Pasadena, Fletcher stated his desire to discuss the problems and opportunities of our project with the NAEB. Siegel said that Fletcher has been invited to speak at the Columbus meeting and has accepted. He will have a chance to talk to the NAEB board during its Thursday meeting and will share the speakers' duties with Chairman Walker of the FCC at the annual NAEB luncheon on Friday. This means that Fletcher will get a chance to inform the entire NAEB membership of his plans and problems.

Probst reported that he told Fletcher at Pasadena that the Adult Education Committee did not want the responsibility of administering a second year grant. Miles asked if this brought any reaction from Fletcher. Probst replied that Fletcher was disturbed by the request--that he thought both the Adult Education Committee and the Lowell Foundation had been very successful in a difficult and creative job. Wheatley reported also that Lowell did not want to handle the funds another year, and that this had been reported to Fletcher.

The question was raised as to when the Adult Education Committee should meet with the NAEB Board of Trustees to report on the projects and answer any further questions that the Board may have which are not answered in the minutes of the committee's meetings. Siegel said that the next NAEB Board meeting at Columbus, Ohio, would be the proper and desirable place for a joint meeting with the Adult Education Committee, and that since it will then be three months since the two groups met together on January 18-19, it would certainly be desirable to hold a joint meeting in Columbus. Siegel formally extended an invitation to the members of the Adult Education Committee to meet with the Board at that time.

Harley then proceeded to report on the current state of each of the four areas of the Lowell project he was supervising.

OUR AMERICAN HERITAGE: There are now four shows on tape. Claude Rains appears on all of them. All were written by Wishengrad, and these are all Wishengrad is going to do for the present. He may do the final one in the series. Geiger, who has already written one of the USSR programs, is going to work immediately on the next Jefferson script. Rains is currently in London for a picture and will return about May 19. One of the big questions for the committee is whether we should wait for him. It looks as though it will be possible to have all the scripts ready for him to do two or three a week when he returns. The committee agreed to wait for the return of Rains so that all the scripts can be produced with him playing Jefferson.

Harley and Papp are experimenting with smaller musical organizations for future shows. The first show cost about $5,200.00. With a 16-piece orchestra, subsequent shows have cost $4,200.00. At this price, there is about enough money left to produce six more shows. These costs are for writing, acting, and production. They do not include administration. Harley and Papp are experimenting also with reduced casts on future shows. (Harley thought it might be possible to use money from the Iron and Steel Institute to pay for two or three more shows--more on this later.)

Siegel said that he thought that thirteen shows were a must. Harley said they were trying to get them, but that he didn't want to sacrifice the quality on individual shows. Siegel thought that at least he should proceed to have 13 scripts written. This was agreed to. Wheatley thought that they should try to produce a show with no music, or with a single instrument. Harley agreed to work on this idea.

Probst said that one of the major problems was to get Malone to process the Jefferson scripts more rapidly. Malone has always worked at a much more leisurely pace and spends a great deal of time checking carefully anything he is responsible for. Probst suggested that we should bring in Douglas Adair, of the University of Virginia, to help Malone. It would be his job to relieve Malone of some of the responsibility for approving plans of the scripts. Malone has great respect for Adair's judgment, and this would enable Malone to feel that he has some assurance of professional concurrence in the decisions he is making.

Siegel pointed out that we have a daily overhead of $70.00. He thought that the writing should be done first, before any producers, etc., were hired. Harley pointed out that he and Papp were the whole office staff on the Jefferson series, and further emphasized the importance of having the producer work with the writer and others all the way through. Probst said that we were having to go through a long educational process with Malone, and that we were paying the tuition. Probst felt that there would have been no scripts if Papp hadn't been on the job full time. Hull said that he thought the costs were staggering and that we certainly needed more planning in the future. Siegel said that if advertising agencies operated the way we have, they'd be out of business in no time. Probst reiterated that the educational process was long and difficult and cost time and money. Siegel said that may be true, but in the future we should get the scripts written before hiring a producer and staff.

Harley thought there should be a central office staff. Siegel argued that he could do these shows for half the cost. Hull suggested that shortcuts be used wherever possible. Harley stated that he had been guided by what he understood to be the principle of operation outlined by the committee: "Get the best minds; and the consultant is God." He felt that the distinctive feature of the programs was their authenticity and the authority behind them.

Siegel said that he had no criticism of the past, but that he wanted the uneconomic procedures of the past eliminated. What he had been saying was intended as advice for the future. Probst said that he was not sure that losses could be avoided when you attempt to transfigure an academician into a radio dramatist. Probst said his experience was that a content-matter specialist and a scriptwriter alone are not enough to work with a consultant, for the decisions of the producer are a necessary element.

Hull stated that he felt we should keep the committee discussions at the policy level. He had only expressed an opinion that the costs are alarmingly high, but the ends may well justify the costs. Hull used as an analogy the idea that he could hire Wons to conduct some audience surveys for WOI-TV at 25¢ an interview. He didn't think he'd learn much from such a survey. He could also get Wons to conduct a survey at $5.00 an interview. This would certainly be more revealing and tell him more of what he wanted to know. At the present time a research group on the Iowa State College campus was conducting some interviews at $25.00 each. From this Hull was getting what he wanted to know, but thought the cost was exorbitant. Certainly there is some middle ground between the $5.00 and the $25.00 figures.

Probst said that he had felt that the costs were high, but that now he had seen a few of the Jefferson scripts and the high quality which had been obtained, he felt that the situation could be justified and defended. Further, it must always be kept in mind that the preliminary fumbling and uncertainties were avoided in the later productions.

At this point Harley reported on a feeler he had received from the Iron and Steel Institute. The tentative idea is that they would make albums of the entire Jefferson series and make them available to schools. Probst thought that this was wonderful and would strengthen our hand with Fletcher and Fletcher's hand with his Board. Probst pointed out that with all its money the Saudek TV-Radio Workshop group had been unable to sell any of its work. If we could pull off this deal it would support Fletcher's conviction that he was right in insisting on continuing support of educational radio work.

Probst asked what should be the conditions of our acceptance of such an offer as had come from the Iron and Steel Institute. What credits should the Institute get and what costs should they bear? Siegel said that they could certainly eliminate the cost of distribution to NAEB stations. Probst thought we should keep in mind the effect of this proposal on Fletcher. Siegel proposed that the Institute should pay the NAEB a nominal fee, that they put in a minimum of advertising material, and that they give the NAEB 100 copies for distribution to its members.

Hull moved that Harley, in the basis of the inquiry by the public relations official of the Iron and Steel Institute, should conduct negotiations toward

the end that the Iron and Steel Institute would assume all recording, promotion, and distribution costs plus a small grant to the NAEB. There was considerable discussion as to the details of the motion. Probst again stated his feeling that the important thing was the strategic position this would place us in with the FAE. Harley indicated that any negotiations with the Iron and Steel Institute might be quite difficult. For instance, the writers by contract retained the rights to their scripts. Siegel thought that in the future we should have all rights to all scripts we pay for. Harley stated that the standard Radio Writers' Guild contracts had been used and that this arrangement was forbidden by these contracts. Someone added that Wishengrad was one of the leaders of the Guild. Probst argued that we were providing expensive consultants for the writers and we should have full rights to the scripts. Wheatley thought that we should have legal counsel in this matter.

Wheatley went on to say that he felt we should recover all production costs on the Jefferson series from the Iron and Steel Institute. This money should then be put in a revolving fund to produce more shows. Probst strongly agreed with this principle. Siegel thought the idea of recovering the funds was all right, but felt that this committee did not have the right to tie up the money for production of more shows. Siegel said that the money should be given to the NAEB and that the NAEB Board should appropriate it for whatever use it desired. He went on to say that he felt the Board would appropriate it to do more shows, but that it should have that right. Probst said that it would be unethical, and certainly unacceptable to Mr. Fletcher and the FAE, if income from the sale of these radio programs were to be diverted in any way or any part from the revolving production fund principle. Siegel disagreed, saying that this matter was not the responsibility of the Adult Education Committee to decide. Probst pointed out that the Adult Education Committee had been authorized to administer the Lowell project by both the NAEB and the FAE. Siegel asked Probst who would administer the fund if the money were collected and put in a revolving fund. Probst replied that the Adult Education Committee was responsible for the first year of the grant. Siegel pointed out that the committee had asked to be relieved of its responsibility in future years. Probst agreed, but said that if money were collected from the sale of shows produced under this grant, this committee had the responsibility of setting up the principle of a revolving fund and expending such funds in the first year (perhaps to supply enough money to insure production of a full total of 13 Jefferson shows during May-June), or of leaving the money and the principle of the revolving fund as a legacy to whoever is responsible for the second year's operation. Probst told Siegel that he (Probst) felt he had been badly burned on the collecting and spending of the ad hoc JCET funds. Probst said he had been responsible for raising most of the money, and he was disgusted with the way Siegel tried to convert it to NAEB purposes when the money had been raised as a result of the appeal in behalf of the JCET. Siegel repudiated this imputation. Probst said he was shocked that Siegel would for a moment consider the possibility that the NAEB Board could exercise the option of taking these possible Iron and Steel Institute funds for general use by the NAEB. Such action would destroy the confidence in our project and actions that had been created in the FAE. Probst said that he would not permit himself to be associated in any way with such a development. Further, Probst thought that this matter should not be referred to the NAEB Board at all, for the Board is not sufficiently informed about the obligations to and understandings with the FAE to be certain of making a correct decision if given the choice of accepting money from the Iron and Steel Institute for NAEB purposes or of

applying such money to program production under the principle of a revolving fund for this use. Siegel asked that this statement be recorded in the minutes. Probst fully agreed, and repeated that he was convinced that this whole problem of what policy instructions should be given Harley in negotiating with the Iron and Steel Institute was the responsibility of the Adult Education Committee. Siegel stated that he was in favor of the revolving fund for program production, and reiterated his conviction that the decision on such a matter was a responsibility of the NAEB Board. Harley asked what, in the light of this discussion, he was supposed to ask for in the negotiations with the Iron and Steel Institute. Wheatley moved to amend Hull's original motion to read that Harley should negotiate with the Iron and Steel Institute "to recover program production costs and additional costs as necessary to serve the mutual interests of both groups." The amended motion was agreed to as the directive for Harley. Harley is to report back to the Adult Education Committee on the results of the negotiations.

The question of release dates for publicity and for the shows was then discussed. Harley stated that it had been suggested that all four series be released at the same time. Wheatley thought that the Jefferson series should be released in May, even with the possibility of a hiatus after four shows, since he thought this would be a help to Fletcher. Siegel and Hull thought that a June release would be better from a publicity point of view. Siegel thought that the Jefferson series should be released first, although only one show in the series needed to be aired before releasing the USSR series. Hull said that perhaps the four shows already done could be released on June 1 so that a summer trial run could be made. Siegel moved that as many Jefferson programs as possible be released to as many NAEB stations available the week of June 1. This was agreed to. Miles questioned whether we still intended to follow the release plan approved at the December meeting. It was decided to release only to NAEB stations at this time with more to come later when a mass duplicator is installed or the Iron and Steel Institute make pressings available.

INTERNATIONAL UNDERSTANDING; Harley said that under the present plan, each of the five consultants are to be personally responsible for one show, and that each would appear on that show. It is hoped that all production on the five shows can be done during April. Plans for all shows are in, and one script is completed. Production on this script is set for April 7.

Siegel moved that the USSR series be released to as many NAEB stations as are available during the week of June 15, but that no shows or publicity on the shows should be released until the Adult Education Committee has heard all five shows.

Wheatley thought the USSR series should be tied in some way with the idea of the adult education of the American voter. Hull suggested that a presidential candidate might appear on each show. Probst was against tying in that closely with election politics. Siegel suggested that the shows might be released so that a station could play all five during one week. Wheatley thought that was a good idea if you followed up by repeating them on a one-a-week basis. Probst said that release on June 15 would be bad in that we could get little publicity on them at that time due to the political conventions. He felt they should be released in the Fall. A vote was taken on the Siegel motion that the USSR series be released during the week of June 15. The motion was agreed to with Probst dissenting.

In the matter of credits for each show, Harley proposed that the phrase be used, "This series is arranged or presented in cooperation with the staff of..." It was understood that a consultant would appear on each show and that that the names of all cooperating institutions would be used if possible. This was agreed to.

Papp and Fuller joined the meeting at 1:00 P.M. They backed up Harley's time table of production on both the Jefferson and the USSR shows. (This had previously been questioned by Probst who didn't think they could move that fast.) Fuller outlined some of the difficulties he is having in getting the shows ready for production. He said that he was sure we were going to be subject to attack. He thought that one way we could lessen the attack would be to tie together the publicity on the USSR and the Jefferson series. He also thought, under questioning, that "insulation" whould be difficult. He was sure that Fisher (of Stanford) felt that the shows should all stand on their own. Herbert Hoover was again suggested as the ideal kick-off man on the series. Fuller thought Fisher could get him, but wasn't sure he'd want to do it. In McCarty's absence, Harley again presented his idea that insulation was not necessary and that we should let the shows stand or fall on the names of the consultants. Papp thought that if we feel the need for insulation on the USSR shows, we might also feel the need for it on the Jefferson show. The general impression was that we should wait until we hear all the shows and then decide on the need for insulation. Wheatley restated his position that he felt it was our educational responsibility to do something about the current hysteria regarding Russia. Probst and Siegel expressed their conviction that the auspices of a few leading Americans would be necessary, feasible, and desirable for the Russian series.

Probst raised the possibility of sponsoring the USSR series by the Iron and Steel Institute or Standard Oil of New Jersey--or other like concerns--on a national commercial network. All committee members present liked the idea. Harley said he was sure McCarty would vote against it. No vote was taken on the matter. Harley, Papp, and Fuller all thought sponsorship would bring complications to our working arrangements with both the consultants and the institutions they represent.

The question of whether to do further shows on the USSR was raised. Fuller thought that there was plenty of material, but that we should not continue on the USSR alone. Maybe we should switch over to the general issue of international understanding. Papp thought we should continue shows on the USSR. He felt that we would not suffer very much in the way of further attacks for continuing the series, and that we did have a responsibility to educate. Probst thought that we had gone through a costly process of acquainting the consultants on how to develop good radio programs in this area and that it would be economically wise to continue to use them. Further, we will have only begun to touch the possible material in this field and we should recognize that everybody who knows about this project series in the FAE is very enthusiastic about it.

NATURE OF MANKIND: Harley said that he had reported in some detail on this in his last memorandum and had little more to add except that production was scheduled on two or three shows during the Easter holiday and that the rest would follow after. The question was to get Goldschmidt to Montreal. If he

felt that he did not have to be present for each production after the first two or three, then production would proceed at once. If he did have to be present, production might be held up until summer, when Goldschmidt is free. The Canadian production details are all worked out and Harley expects no trouble from that area. No motion was made regarding the release of the series.

CIVIC AFFAIRS AND PUBLIC DISCUSSION: Harley and Probst reviewed the past connection with the consultants in this area, Harold Lasswell and Charles E. Merriam. Lasswell had presented his suggestion for a series of clarifying discussion programs out of a Washington, D.C. headquarters last September. At the October 30 meeting of the committee in Biloxi, authorization was given to Harley to investigate the idea. At the December 8-9 meetings in New York, committee members expressed doubt about the relationship between a top-name civic broadcasting council membership and the Lowell Institute program projects of the NAEB.

Lasswell and Merriam suggested many names for this civic broadcasting council. Harley had worked on the approach of asking Judge Learned Hand to be its chairman (see minutes of December 8-9 meetings and January 6-7 meetings for details). At the January Ames, Iowa, meeting, on the basis of the information Harley had assembled, he was instructed to go ahead and set up the Washington operation. At this time, Robert Hudson, consultant to the FAE, privately told Harley to go slow on this matter until after the March meeting of the FAE. Apparently the FAE was thinking of setting up a committee similar to the one suggested by Lasswell and Merriam. Harley reported that Lasswell feels that since such a long time has elapsed between the original suggestion and the present, and because the NAEB has failed to implement it, and since Lasswell is devoted to seeing his idea fully developed as a contribution to democracy through better public information and opinion, Lasswell has said that he wishes to withdraw his suggestion as one for the NAEB to implement. Harley stated that we had no alternative but to accept Mr. Lasswell's decision.

Probst stated that he felt we had missed a big bet in our failure in this area. Lasswell is one of the smartest political scientists in the country, and he gave us a million dollar idea. Our committee did not give Harley authority enough to move fast enough to do something about it. Siegel disagreed, saying that the idea was not definite enough and that you could not expect any committee to buy a pig in a poke. Hull moved that the Harley-Probst reports and outlines on the Lasswell suggestion be made a part of our annual report, and that it be made clear that one of the reasons we failed to accomplish it was because of the advice from the FAE liaison person to go slow.

Lasswell may or may not continue to be our consultant in this area; Harley is seeing him in a few days. In the meantime, Mr. Merriam has suffered a very serious illness. Harley will discuss with Merriam's assistant the return of the $5,000.00 minus whatever incidental expenditures have been made from this sum. It is estimated that about $4,600.00 would be returned.

Wheatley asked why we don't go ahead with the Washington headquarters plan anyway. Probst stated that a key part of the plan was the political guidance

to be given by top names, and that many of the people we would need and want would be serving on the FAE board. Further, it would be rather silly for the FAE to be supporting two civic broadcasting boards simultaneously operating in relation to a Washington project.

The question was raised as to what should be done in the civic affairs and public discussion area. Harley had been spending the previous ten days seeing people and investigating various lines of approach. Harley proceeded to describe the various possibilities he had developed as a result of this investigation. The premises underlying his approach were: that this project was assured, now, of a second year grant; that there was no single idea to be found that justified the expenditure of all the money allocated to this area; that the best and most rapid action would result from simultaneously putting three or four talk and discussion projects into production on an experimental basis; that after the second year grant became available in July, it would be possible to examine the accomplishments of each of these pilot discussion projects to determine which should be expanded and continued; that there was great need to show accomplishment in this area by the July meeting of the FAE. It was further assumed that negotiations with McCarty would make Harley's services available at least through July 30. Siegel said that the only pressure for haste in getting this project started that he could see was occasioned by its relation to the coming political conventions.

Harley listed the following possibilities:

(1) A European interview series of talks, using Milton Mayer, who has been in Europe for a year and is now professor of social science at the University of Frankfurt. Mayer is an experienced newspaperman and radio performer. He is not a government employee. Harley added that it might or might not be possible to use cooperation with the American Friends Service Committee. (In later discussion it was unanimously agreed not to use in any formal way the cooperation of the AFSC.)

(2) An international discussion series. See the Neil Morrison proposal attached as Appendix A.

(3) The Talkback show. Harley had described this before. Briefly the idea is to have an authority make a statement which would be sent out to NAEB stations, League of Women Voters groups, the 16 FAE test cities, and others. These groups would arrange for local citizens to talk back to the authority. Recordings of these discussions would then be returned to the authority for rebuttal, and from this material a show would be made.

(4) A series of public policy problems of the mass media. Fifty-two programs would be produced using many of the specialists and experts in the NAEB, the FCC, etc. These talks would be outlined in overall planning and consultation with Lasswell.

(5) Coverage of the political conventions. (Lengthy discussion of this possibility revealed that no one had turned up a distinctive, unique idea that would insure competitive superiority of the NAEB over the commercial service coverage of these conventions, and in addition there

remains an elaborate and costly physical facilities problem. This idea, consequently, was given up.)

No report is made of the other four or five program ideas that Harley had investigated and which were found either to be impossibilities or would have to be postponed until later.

Hull immediately voted for the first and third ideas. Wheatley expressed strongly his view for the necessity of getting an expression of the opinions of ordinary people. As a variant of the Talkback suggestion, Siegel described a series which measured audience reaction through use of a mechanical "cricket." The title of this series is "Ask the Audience." He said that it is possible to measure audience reaction by means of the sound level of noise made by each person with his cricket snapper within 6% of accuracy. The advantage is that an immediate, lively, statistical measurement of audience reaction to questions they have heard the experts discuss can be obtained. The reliability of the measurement was discussed at some length. The idea of testing people first and having the composition of the audience figured by analysts was brought in, as was the idea of having people vote on certain issues as they enter the hall and then again (via the cricket snappers) after they have heard the discussion. It was agreed that Harley should get guidance from Robert Merton on the Talkback area.

Probst expressed himself as being in favor of doing the first four suggestions and of dividing the $45,000.00 assigned to this area among them. Harley suggested that as a first step he should hire a person who could supervise this area. He pointed out that this person could also be his general assistant on the project and might be considered to be Harley's successor. Probst put this proposal in the form of a motion, which was agreed to.

Probst thought that Harley should start to work on ideas 1 and 2 at once. Probst stated that he thought between $8,000.00 and $10,000.00 should be allocated to idea number one. This would be for 26 shows. Siegel questioned this and mentioned that he got a lot of shows from overseas for free and thought we could do likewise. Probst disagreed, saying that this would be only about $500.00 per show, and he didn't think you could pay participants and the recording costs for any less.

Wheatley expressed himself more firmly this time about the necessity for local participation. He quoted at some length from the FAE report, particularly those parts which pointed to the FAE interest in arousing local thought and action. He thought we should do some experimentation with discussion programs. He thought the big question yet to be answered is how people can be educated through participation in discussions. He thought maybe we could help find the answer through experimentation.

Harley asked for some immediate action. He thought that numbers 1 and 2 were the easiest to get started on. Wheatley at first expressed some opposition to suggestion number one, but later decided that this was a sound experiment and worth doing. Hull emphasized the need for taking immediate action. Harley said that he was sure that McCarty would agree that we should move ahead very rapidly and get something done on these suggestions. The lengthy discussion of the Talkback possibility led to the decision that Harley should decide what

to do after talking to Merton. Harley is also to ask Lasswell to be consultant on the mass communications talk series. Harley said that he would investigate to see what could be done as rapidly as possible to get a meeting set to examine the Neil Morrison proposal. Harley, Probst, Wheatley, and McCarty (via Harley's proxy) voted in favor of ideas 1 through 4. Hull voted for 1, 3, and 4, with no favorable opinion of number 2. Siegel dissented on the need for immediate action.

It was agreed that the next meeting of the Adult Education Committee would be in Columbus, Ohio, at one o'clock on April 16, at the Deshler Wallick Hotel.

Respectfully submitted,

JAMES MILES, Executive Director, NAEB
GEORGE PROBST, Chairman, Adult Education Committee

APPENDIX A COPY OF

PROPOSAL FOR INTERNATIONAL DISCUSSION SERIES - THE PROSPECTS FOR PEACE

By Neil Morrison, Supervisor of Talks and Public Affairs, CBC

March 27, 1952

I. Proposal

The following is an attempt to outline in tentative fashion the proposal that, in the discussion field the National Association of Educational Broadcasters might consider the possibility of initiating and presenting an international series about some aspects of the world crisis in cooperation with other interested broadcasting organizations.

II. Reasons for an International Discussion Series

1. The most urgent problem of our time is world peace.

2. There is widespread anxiety and concern in the minds of people everywhere about the possibility of another world war. A series which attempted to examine realistically and objectively the prospects for world peace and specific areas of tension would meet a need for information, understanding, and clarification.

3. Such a series of broadcasts, if based on a genuinely international approach to planning and production, would break new ground in the field of communication. While there have been extensive developments in international broadcasting in recent years, there have been few, if any, real attempts to plan such programs on a cooperative international basis. Most efforts in this field have been simply on an exchange basis or a projection of the national agency concerned either in gathering information for their own listeners at home, or in disseminating it abroad. This proposed program should not be regarded as a national project nor as an attempt to propagandize national policies and points of view on an exchange basis, but rather to promote mutual understanding.

4. There is an urgent necessity on the North American continent, and elsewhere, to hear the various points of view held by peoples of other nations presented directly and discussed freely.

5. The dominant role of the United States in world affairs since the end of the war has drastically changed international relationships. This has raised many difficult problems of adjustment of relationships between the Western powers and there has been evidence recently of divergence of policies, mutual criticism, suspicion, and even mistrust which should be explained and freely discussed in the interest of greater understanding. It would be valuable for Americans to have an opportunity to hear, for example, British and Canadian reactions to various aspects of United States policy and, conversely, for Canadian and British listeners to hear some of the reasons for American actions and to understand something about the various political forces at work in the United States which affect national policy.

6. Such a project seems more likely to arouse attention and interest and to have a higher publicity and promotion value than more orthodox discussion series dealing with national or regional problems, or in the main presenting only American opinions about world affairs.

III. Possible Organization and Procedure

1. Such a project should be planned and organized on a joint cooperative basis with coordination by a director appointed by and responsible to the NAEB.

2. Aside from the expenses for the director and his office facilities, and possibly some traveling and communication, there should be a sharing of costs by the participating organizations in such things as payment of speakers, use of studio and recording facilities, wire lines, and beam circuits, etc. Division of responsibility for expenses would need to be worked out, but it is not expected that other broadcasting organizations should, or would want to take a free ride in a joint project of this kind at the expense of the NAEB.

3. Such an international program might be set up to include participation of NAEB, CBC, BBC, the Australian Broadcasting Commission, and All India Radio, although it might be preferable to begin with a smaller group in order to avoid unnecessary complications. If a working program can be planned by NAEB, CBC, and BBC, ABC and AIR could be asked to contribute on a per occasion basis. If an initial experiment in this direction with three national agencies proved successful, then it might be desirable to broaden the scope at a later date.

4. If it is decided to proceed with such a project, there should be a joint planning conference with representatives of the organizations concerned for three or four days. It might be worth having such a conference simply on an exploratory basis even without making a definite decision to proceed in advance. There should be two or three official representatives from each of the three organizations who might meet with the NAEB Advisory Committee in this field. It is likely that the BBC representatives in New York and in Toronto would be willing to attend such a conference, and it would also be important to have, if possible, some responsible official in a position of authority from BBC headquarters in London attend such a meeting. Someone might be coming to America anyway or they might combine the conference with other business on this side.

Such a conference should have enough time to thrash out areas of interest and to line up a list of possible topics for discussion. It should also discuss in detail the form of the program and techniques to be used as well as operating procedures. It would be important to reach as clear an understanding as possible on administrative procedures. Experience indicates that if you clear the ground in advance not only about purposes, subjects, and approach, but also determine the division of responsibility, this makes subsequent cooperation and execution much simpler and more effective.

5. An experienced, competent coordinator-director will need to be appointed by the NAEB. Each of the other broadcast organizations should assign some staff member as their responsible liaison officer. The process of planning and organizing can be simplified if, once such a project is under way, copies of all communications are sent to all those concerned.

6. If such a plan is agreed upon, it would be important to secure the approval and support of the top authorities in the cooperating organizations (i.e., BBC, CBC) as well as commitments to broadcast the complete series in their national (or home) services. Every effort should be made to avoid allowing any of the cooperating organizations to adopt a "national" policy approach to the series. In other

words, it should not be regarded as part of the international short-wave broadcasting program which exists for the purpose of projecting official views. This is not to suggest that official views should not be presented, but rather to make sure that there is variety in points of view and complete freedom to discuss all aspects of national policy. Otherwise, one of the main purposes of such a program might well be defeated.

IV. Suggestions Concerning Format

1. To be effective, the series should probably have a minimum of 20 broadcasts; or it might be planned in two sections of, say, 10 to 15 each, with the first section on an experimental basis and the second to be undertaken if the initial experiment proves successful.

2. The programs should be not less than 30 minutes in length and preferably 45. Forty-five minutes or more allows much greater flexibility, room to experiment, and if the programs are well planned, the longer time makes possible a more effective job in terms of information and education.

3. It might be desirable to plan a series in related groups of three or four broadcasts leaving either the 4th or 5th period open for a topical subject which could be arranged on shorter notice. For a program of this kind to have the maximum educational value, it seems desirable to avoid the buckshot approach. In other words, there should be some pattern of development. The area is sufficiently large and has enough concrete problems to make for plenty of variety and interest. An international discussion series should be topical in character, but if it had to be planned on a week-to-week basis, it would be almost impossible to organize, and the programs would suffer in quality. However, with advance planning, one can be reasonably sure to selecting topical subjects and at the same time make allowance for considering new and unexpected developments by leaving an occasional period open.

4. There should be a general pattern of approach keeping in mind the practical problems of organization, but no fixed format for each broadcast. The formats should be varied to fit the topic and circumstances. For example, big names in the international field are desirable for prestige and publicity purposes, as well as for authoritative official views, but it is usually impossible to get a foreign secretary or prime minister to take part in a discussion. However, it is much easier to secure a recorded statement of four or five minutes which could be incorporated in the program. Similarly, if you wanted a spokesman from some other country, say the Prime Minister of Egypt on the Suez Canal, a statement might be secured by beam and line or by recording. If some topic seems to demand a two- or three-way discussion between the officials of different countries, the necessary circuits could be secured to make it possible.

5. For ease of operation, I think that in general topics should be allocated and points of origin assigned for each program so that the national organization concerned would assume responsibility for arranging and producing the program in consultation with the coordinator-director. This is probably a simpler and more practical method than trying to handle everything from a central point or to assemble individual programs, say, in New York or Chicago, by means of recordings, although naturally there would need to be cooperation in securing recorded statements or live pick-ups from time to time as required.

6. It would probably be desirable to record the programs on tape or disc and fly copies to each cooperating organization for broadcasting at convenient times.

V. Possible Techniques

Such a series should attempt to present: (a) authoritative information, (b) representative and important opinions and points of view, not only between countries but within each country, (c) frank and vigorous discussion about basic issues, not just for its own sake, but to clarify and to stimulate thought. There should be no attempt to manufacture argument nor to avoid real issues where they exist. There should also be constructive efforts to find areas of agreement as well as disagreement. It is assumed that participants selected would be of the highest possible calibre and would include top political leadership, both in and out of office. But there should also be a role for the non-expert, or at least opportunity to reflect popular opinion and attitudes in various ways. The following suggestions include some of the techniques which might be considered:

1. Straight round-table studio discussion, generally using nationals of more than one country.

2. Town meeting type with live audience participation.

3. Listening audience participation, e.g., questions live, recorded, or written in advance to open a program--possibly from another country. For example, questions might be secured from Americans to put to a British panel on the subject of British policy in China or Iran, or questions might be worked in by the chairman during discussion.

4. Use of a selected panel of questioners in same city as speakers or at another point. E.g., a small group of listeners might be assembled in Ottawa to listen to statements and discussion by speakers in Washington or London and at half or two-thirds point in the program the listening panel could be brought in to put questions to speakers.

5. Split program. There seems to be no reason why, if the topic lent itself to such treatment, you couldn't have the first half of the program handled by a panel of three in London and the second part by a panel of three in Washington discussing exactly the same subject in order to provide contrast and breadth of approach.

6. An international roundup of views using beam and line circuits. E.g., the BBC did a couple of very effective Commonwealth broadcasts of this type during the China crisis in late 1950. The chairman was in London and one speaker each was in London, Toronto, Sydney, and Bombay. Thus one got in one program a picture of attitudes toward the problem from different countries around the world.

7. A two-way international discussion which is a variation of the same technique allowing for more back-and-forth exchange of opinion. E.g., transatlantic discussions between Toronto and London with an M.C. and two speakers in each place.

8. Recorded or live statement or statements by top-level government leaders to be used at the opening or during the program, with content to be discussed by panel.

9. Programs on particular areas might open with an on-the-spot report by a top-flight correspondent setting the scene and providing background information, e.g., Iran. Or you might have two short commentaries, one by a British reporter and one by an American or by an Arab.

10. Similarly recorded actuality items, or interviews with leaders or average citizens from trouble spots under discussion, might be used. This need not necessarily be confined to trouble spots.

11. Reports describing popular attitudes on particular issues could be worked into programs using opinion poll results, man-in-the-street interviews and quotes, selection of editorial opinion, etc. (along the lines of the Chicago Round Table Roving Reporter). CBC has found that Gallup Poll organization has been glad to cooperate as well as newspaper editors.

12. It is sometimes easier to get Cabinet members and other top-flight leaders for a press conference technique than for straight discussion, and frequently this technique makes a more effective broadcast. You might open a group of three broadcasts on a related area with a press conference to be followed by discussion programs with non-official experts. E.g., you might have a group of Canadian, American, English, and Asian correspondents question Mike Pearson on Canada's policy, role, and actions in the Pacific--or on Canadian-American relations.

VI. Some Possible Subject Areas and Topics

The following are no more than preliminary and very tentative suggestions brought forward only to indicate the kind of subject matter that might be considered. There are obviously many different methods of organization of topics, and this sort of thing would need to be worked out at a conference to achieve the most effective results in terms of listener needs and interests, important problems, etc. While some discussion of general principles and policies is obviously desirable, it has been our experience that you frequently get a more effective discussion if you can focus attention on a fairly specific aspect or area, and if necessary, branch out from that rather than trying to tackle a broad, general question initially.

A. The World Crisis - As I See It, or How It Looks From Where I Sit.
Roundup of views from various parts of the world by both leaders and some average citizens. Perhaps some discussion defining issues and setting the scene.

B. Trouble Spots

1. In the Pacific
   (1) Korea - A Settlement and After?
   (2) China - How Should We Treat the New Pacific Power?
   (3) Japan - Her Future Role in Asia?
   (4) Southeast Asia - A New Policy for Old Colonies
   (5) India - Why Does She Act That Way?

2. The Middle East
   (1) Iran - Oil and Nationalism
   (2) Suez and Sudan
   (3) Israel and Her Neighbors

3. Germany in Europe
   (1) Berlin - Symbol of Conflict, or Germany - United or Divided?
   (2) German Rearmament - Threat or Security?
   (3) German Industry - Its Future?

C. What's Your Policy?

1. The British
   (1) Press conference with British Foreign Secretary
   (2) Discussion of main lines of British policy re Europe, the Middle East, Asia, and the Commonwealth
   (3) How Policy Gets Made in Britain - Where does the opposition stand? (Combines documentary report and discussion)
   (4) What We Think About American Policy - or What We Want To Know About American Policy

2. The Americans
   (1) Press Conference with Secretary of State
   (2) Discussion survey of main lines of American policy re Europe, Asia, the Middle East, etc.
   (3) How Policy Gets Made in the United States - Politics and the Election, Pressure Groups and Public Opinion (A documentary report and discussion)
   (4) What We Think About British Policy - or What We Want To Know About British Policy

3. The Canadians
   (1) Press Conference with Minister of External Affairs
   (2) Canada - Caught in the Middle - How British and American Policy Look to the Low Man on the Totem Pole

and possibly

4. Press Conference with Nehru

5. Press Conference with Australian Prime Minister or Foreign Minister

D. The Russians - How to Deal With Them?
   (1) The British Way
   (2) The American Way

E. Rationale - or The Big View

1. Negotiation Through Military Strength
2. Diplomacy for Settlement

F. Some Additional Topics

1. Is the Cold War Succeeding?
2. Can General War Be Prevented?
3. What Methods Will Best Achieve World Peace?
4. Is Nationalism Enough?
5. Can Europe Afford to Rearm?

APPENDIX B

MEMORANDUM ON PUBLIC DISCUSSION AREA - NATIONAL ADULT EDUCATION PROJECT

By William Harley

April 4, 1952

The following summarizes conversations which the Program Coordinator held recently with Professors Robert Merton, Columbia, and Harold Lasswell, Yale.

Mr. Merton expressed interest in the talk-back proposal and felt that it had considerable merit providing that the objectives of the program were somewhat altered. He felt that it would not provide a valid representation of cross-section opinion across the country (since it would be impossible to validate small groups of individuals as representative of regions), but that the program could perform a significant educational function as a demonstration of the communications process. He suggested that the final ten minutes of the program be devoted to an analysis by an expert on the preceding discussion, pointing out instances of agreement, unresolved arguments, misunderstandings, etc., together with the probable reasons therefor.

He felt that the "cricket vote" technique would not be a valid sampling of public opinion, either; although he thought it might have some validity if it were used to indicate a shift of sentiment between a pre-broadcast vote and a vote taken during a program.

Mr. Merton agreed to serve as a consultant on a small pilot project in this area if we could assure him that he would not be "involved in hours of fruitless discussion, but could have relatively short sessions in which we reported our activities and he gave us three or four ideas which we then went out and acted upon."

It is proposed that we try an experimental project on the talk-back idea with the production centered at Boston in charge of Ralph Tangney, a skilled tape editor and writer, and with Parker Wheatley informally overseeing the operation.

Mr. Lasswell in a brief luncheon conversation March 30 gave these reactions to proposals in the public discussion area. Lasswell said:

1. The international discussion series of the BBC, etc., has many excellent and obvious ideas, but is a pretty conventional formula.

2. The talk-back proposal has the advantage of station participation, and he concurs with Merton's notion of its objective, with the additional element that the analyst should emphasize the degree of clarification achieved.

3. The Milton Mayer series and the talks on communications he said were "self-evidently good ideas."

Regarding his future relations with the NAEB, Lasswell said that he was, of course, principally interested in causes or objectives, and that since he must budget his time, it was difficult to decide how it might best be disposed; accordingly, he wished to be associated with ventures which were more likely to implement his ideas successfully.

He is going to give serious consideration, however, to the proposal that he maintain his consultative connection despite the fact that Professor Merriam is now apparently lost to us, and will give us an answer within a week.

APPENDIX C

MEMORANDUM ON RADIO PROGRAMMING PROJECT IN THE INTEREST OF CREATING INTERNATIONAL UNDERSTANDING THROUGH THE EXPERIMENT OF EUROPEAN INTERVIEW PROGRAMS

By George E. Probst, Chairman, Adult Education Committee, NAEB

April 3, 1952

The whole objective of the project here proposed is to use the resources, both at home and abroad, available to the National Association of Educational Broadcasters, to create radio programs that will contribute to an understanding of the basic conditions of life in Europe and a feeling of understanding for the views these people have of their problems. A deep sense of concern has led us to feel that it is important for Americans to have the opportunity to hear the voices of peoples of Europe. We believe also that there are citizens of these other countries who can speak directly and candidly of their own feelings and of their own aspirations to the American people unimpeded by the artificial screen of cable costs and newsprint. To as great a degree as possible we propose to retain the advantages of person-to-person communication which we have found so effective and successful.

The proposed program efforts are to be organized in accordance with the following planning and approach.

Interviews and discussions with European peoples in programs originating in Western Europe

The National Association of Educational Broadcasters has competent, experienced university people to whom it can turn in Europe to talk with and get the views of sensitive Europeans who are alive to the tragedy and dilemma of the conditions that surround them, and bring to the American people through the medium of recordings the direct expressions of these views. We propose to use such people as Milton Mayer, Professor of Social Science at the University of Frankfurt; Robert Redfield, who is with UNESCO in Paris; Louis Gottschalk, European historian; Richard McKeon, philosopher and delegate to UNESCO, etc.

The project director of this European interview program would be Milton Mayer. Mr. Mayer has had extensive newspaper and radio experience. He is now in Europe with headquarters at Frankfurt, Germany. He has been in Europe for one year and has developed extensive contacts throughout Germany, and France, and has some acquaintance with problems in Yugoslavia, Austria, Switzerland, and Italy.

In every instance the project will use existing technical facilities. The physical facilities of the mass communications division of UNESCO, the BBC, the American Armed Forces radio service, and French and Swiss broadcasting facilities are available. Production assistance in arranging some of the

talks can be secured from the staffs of these various radio service organizations by Mr. Mayer. Through rental, provision can be made for the needed radio recording equipment.

General policy directive on the aims and format of this discussion series

It is best to begin by saying what this series is not.

> This series is not an European radio reporter series with a newspaper expert providing a roundup of the news of Europe. It is not a radio commentator series a la H. V. Kaltenborn or Edward R. Murrow. It is not a series of Round Table discussions on assigned topics to which several participants devote their efforts in trying to present solutions.

The aim of the series is to bring to the American public, through friendly interviews, in the bluntest and most direct fashion possible, the statements and views of a range of people who, collectively, will reflect in a general way the major political and social lines of thought being followed by important opinion groups in Europe. It is recognized that this is a difficult undertaking, since no one can be completely sure what the true public opinion condition is in Europe on all issues and there is no scientific method of assessing this. In practice we must present the series with good taste and with the necessary qualifications made clear, as for example, that the guest on this program is a coal miner who works in the Saar and whose three sons died in the German army at Stalingrad, that he was so many years a Nazi, and that this particular individual is now going to tell us what he thinks about certain things that matter to him. It will be desirable at the end of such interviews to re-identify this person as an individual and to remind the listener that he is in no way presented as reflecting the official opinion of any country or government. We hope, then, in this series to present interesting and informative interviews with a wide range of European people. We would hope that interviews could be obtained with refugees, ex-Nazis, neo-Nazis, French Communists, French ex-Communists, French radicals, German-Bavarian Catholics, and so on.

In some instances, interviews may possibly be organized around a central difficulty, such as the success of the Marshall Plan in Italy, or the problem of the unification of Germany. Because of the time lag between the creation of these interview programs in Europe and their presentation on American radio stations, it will be necessary to center on those non-topical subjects which have a continuing importance and are likely to be pressing and interesting problemsthree, six, twelve months or more after the interview. It will be necessary to avoid the current events approach.

As a further example of what might be done within this series, the suggestion is made that interviews be obtained with the "left-over people," that is, the refugees in Germany, Austria, and elsewhere, who are stateless.

The hope is that all of these programs would be finished by June 15 or July 1 at the latest.

The series should be organized so as to obtain either twenty-six 15-minute programs or thirteen 15-minute programs and thirteen half-hour programs. (This should be taken to mean that the 15-minute programs would actually time to 14 minutes 30 seconds, and the half-hour programs to 29 minutes, 30 seconds.) In the process of executing the project, if Mr. Mayer finds it easy to assemble forty or fifty 15-minute programs and wishes to reserve to William Harley the problem of judging, in marginal cases, which should be included in the completed series, these forty or fifty recordings are to be sent by Mr. Mayer to Mr. Harley at WHA, University of Wisconsin, Madison, Wisconsin, and Mr. Harley will make the final selection in terms of which programs are most likely to be of significance and interest to the American audience. This procedure would free Mr. Mayer to go right ahead as energetically as possible to get as many talks recorded as possible. It would be desirable, however, for Mr. Mayer to think in terms of a target of twenty-six programs which might be divided into groups of four to six programs each. For example, Mr. Mayer might plan to get eight or ten interviews and discussions with people in Italy with the final objective in mind that Mr. Harley can choose the five or six of these that best give an interesting and informative picture of certain aspects of Italian society. The same allocation might be made in regard to the problem, for example, of the unification of Germany. Another allocation, aiming at a final group of five or six programs, could be made for the area of "left-over people," etc.

A memorandum by William Harley and George Probst is attached which gives the suggested formulation of the overall title of the series and the general identification and introduction to be used by Milton Mayer at the beginning and end of each program.

Estimated Costs

It is difficult to estimate costs accurately. The hope is to secure twenty-six interview programs. This is a pilot project experiment. The directive being given Milton Mayer is that he is to produce as many programs as he possibly can for $6,500.00. It is assumed that Mr. Mayer will devote approximately two months to this work and that for this he will receive an honorarium of $1,000.00 per month plus traveling expenses. This would leave about $3,500.00 to cover other expenses of the project for:

Travel for participants
Honoraria for participants
Engineering costs
Miscellaneous - Cables, telegrams, secretarial, telephone, air mail express, taxis, etc.

In considering the general problem of costs, it should be kept in mind that experience in the problems of talk production is that it is necessary to contact and work with a number of possible participants for each program actually produced.

December 28th, 1951

Mr. James Miles
119 Gregory Hall
University of Illinois
Urbana, Illinois

Dear Mr. Miles:

I have been advised to inform you that no Officer or Director of the National Association of Educational Broadcasters is responsible for any expenditure from the grant of the Kellogg Foundation, or from any other source of funds, either severally or collectively, unless such expenditure is previously approved by Board action, and officially included in a minute of said Board.

The paying out of funds by a trustee, i.e., the University of Illinois, on any other authorization, is done at the peril of the trustee.

The authorization of any expenditure by you, in your capacity as Project Director for the Kellogg Grant, or in your capacity as Executive Director of the NAEB, outside the formal authorization of the Board of Directors, as above indicated, lies as a personal liability against you as an individual.

You are herewith officially directed by me to be guided accordingly.

With best wishes for a Happy New Year, I am

Cordially yours,

Seymour N. Siegel
President

sns/t

CC: Officers and Directors

NAEB POLICY LETTER #7

December 28, 1951

Gentlemen:

I thought you would get some inspiration out of this exchange of correspondence between Dick Rider and various staff members of The Cooper Union. It is funny what a little thing can do.

This will be the shortest Policy Letter on record. I have been busy on the "thinking" side the last few weeks and now comes January, a month of action.

The schedule looks something like this:

January 3--an engineering group meeting in Chicago to discuss tape making, tape duplicating, and tape playing standards. The group will meet with representatives of Minnesota Mining, Magnecorder, and possibly others. And then we'll move that night to Urbana to look over the set-up here and make the specific recommendations mentioned above.

I will stay in Chicago January 4 for a meeting with Siegel, Harley, and Probst, on promotion plans for the coming Ford programs.

The night of the 4th, all of us move to Ames, Iowa, for a meeting of the Committee of Five, which will hear some tapes of Ford shows and view some Kines of the shows WOI is producing under the Ford grant.

January 7--finds us in St. Louis for the Mayor's Conference on TV.

January 8--I plan to visit Marguerite Fleming's installation in the St. Louis Public Schools.

Then comes a week of planning, followed by the Planning Group Committee meeting in Lafayette on January 17, 18, and 19.

Shortly thereafter I expect to leave for Washington for some visits with people there and to attend the annual meeting of the American Council on Education.

A hurried return from Washington to Urbana for a series of meetings here around the first of February. Plans are not complete on these as yet so will have to give you the details later.

They are progressing well here at Illinois; reports I get from Wisconsin, Cleveland, Columbus, Ames, Washington, and New York indicate that everybody is well and busy.

I trust the next report will have more meat in it.

Jim Miles

NAEB TAPE NETWORK

November 20, 1951

Mr. Johnson E. Fairchild, Chairman
Director of Adult Education
Division of Social Philosophy
The Cooper Union
8th Street at 4th Avenue and Astor Place
New York, New York

Dear Johnson:

First of all let me say what a real pleasure it was to have the opportunity of getting to know you a little bit at Biloxi. Such opportunities are, to my mind, the greatest achievement of such meetings.

Enclosed is a copy of the letter which I am sending to Mr. Burdell. The only thing I can think of that possibly should have been added is the hope of some day of being able to offer printed copies of the talk, but I don't know whether or not to go into that so I just left it out.

I have also suddenly been inspired with the idea that it is highly desirable for us to distribute the program booklets to our member stations. For the current forums I brought back enough of the booklets from Biloxi to make this distribution. Could you arrange to have approximately 100 of these sent to me each time they are published and we will distribute them to all the member stations?

As usual the stations are looking forward to another successful winter of forums. It is really true that the acceptance of these long talks somewhat flabbergast the older radio personnel.

With warmest regards, I am

Cordially,

/s/ Richard L. Rider

Richard L. Rider
Manager

RLR:WC
Enc.

NAEB TAPE NETWORK

November 20, 1951

Mr. Edwin Burdell, President
The Cooper Union
8th Street at 4th Avenue and Astor Place
New York, New York

Dear Mr. Burdell:

If you haven't already, you will soon receive from the Secretary of the NAEB a resolution passed by the membership expressing their gratitude for making available The Cooper Union Forums.

I wanted to add my personal gratitude and that of the Tape Network Headquarters for these splendid forums. Many people have been astounded at the success of these forums as radio programs. Long-talk programs have always been considered by radio people as sure death. Continuing success and audience response to our broadcasts of The Cooper Union Forums disproves this belief most emphatically. I feel that the wide distribution of these lectures by way of educational radio stations is a highly significant contribution. We are eternally grateful to The Cooper Union for making them available.

We are working out a method whereby tape copies of the talks will be returned to Mr. Fairchild for retention on a permanent basis. Eventually we will be able to supply you with recordings of all the forum programs which we have on file. We will continue to return a copy of all present and future programs. This seems a fair gesture on our part since you have continued to supply tape on which to distribute the programs. We are hopeful that having a complete file of these recordings will be of some use to you.

I have enclosed a recent pamphlet about our Network operation which will explain some of the details of its origin and methods. We have added about five stations since the pamphlet went to press, which means that programs such as The Cooper Union Forums can now be heard on almost 80 stations located in all parts of the country. This is really an almost unbelievable development in the light of radio broadcasting as we have known it previously.

Again let me say that we feel highly privileged to be able to offer The Cooper Union Forums to such a wide audience. We hope that you, too, see the worth of this cooperative venture.

Again expressing our deepest gratitude, I am

Cordially,

/s/ Richard L. Rider

Richard L. Rider
Manager

RLR:WC
Enc.
cc: Johnson E. Fairchild

THE COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART
Cooper Square, New York 3, N. Y.

November 26, 1951

Mr. Richard L. Rider, Manager
NAEB Tape Network
University of Illinois
119 Gregory Hall
Urbana, Illinois

Dear Mr. Rider:

Thank you so much for your enthusiastic letter of November 20 with respect to the value of the tape recordings of the Cooper Union Forums in connection with the 80-station network of the National Association of Educational Broadcasters. We are pleased to know that our offerings in adult education now have a means of reaching people far beyond the confines of our historic auditorium here on Cooper Square.

The propect of receiving for our Library tape copies of these talks is an exciting one. In the organization of a new audio-visual sectionof our Library, we shall take this prospect into consideration.

I am sure that our Trustees will be pleased to receive the resolution that you mention is on the way fromthe Secretary of the NAEB.

Cordially yours,

/s/ Edwin S. Burdell

Edwin S. Burdell
President

COOPER UNION FOR THE ADVANCEMENT

OF SCIENCE AND ART

New York 3, N. Y.

November 28, 1951

Mr. Richard L. Rider, Manager
NAEB Tape Network
University of Illinois
119 Gregory Hall
Urbana, Illinois

Dear Mr. Rider:

Dr. Edwin S. Burdell, President of Cooper Union, has allowed me to see copy of your letter of November 20 in respect to the tape recordings of the forum programs at Cooper Union.

I want to express, on our part, appreciation of the broad distribution which we achieve through the National Association of Educational Broadcasters. It is an instance in which the mutuality of our respective cooperations is of great benefit to both of us.

On behalf of the trustees of Cooper Union, I want to support the thanks that Dr. Burdell has already expressed to you.

Sincerely yours,

/s/ Gano Dunn

Gano Dunn
Chairman of the Trustees

COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART
New York 3, N. Y.

November 30, 1951

Mr. Richard L. Rider
National Asso. of Educational Broadcasters
University of Illinois
Urbana, Ill.

Dear Dick:

I was delighted to hear from you and to echo your sentiments that one of the best things that come out of conventions, is the opportunity to meet and talk with people with mutual interests and problems.

Needless to say, your letter to President Burdell was a great joy to all of us concerned, and did a tremendous amount of good for the general cause. He was so proud of the letter that he passed it on to the Board of Trustees, and I believe that the President of the Board replied to you. The letter came in the nick of time, because the resolution has not yet been received, and I have heard some grumbling as to why I spent $600 on tape. Well- now they know.

I will be glad to send you a hundred copies of the Forum Programs just as soon as they are out. If you like, I will send one to each of the member stations.

You might get a quiet chuckle out of the information that I have gotten Wayne Coy to speak on the next Cooper Union Forum series,-- "EDUCATION FOR THE NEXT FIFTY YEARS". He will talk on "Educational Radio and Television for the Future". I made this arrangement while flying back from Biloxi with Siegel and Coy.

The other speakers on this program include General Hershey, Luther Evans of The Library of Congress, Dean Melby, George Axtell of N.Y.U., Robert Ulich, Kilpatric of Columbia, on "Philosophy of Education". I have decided that as long as The Cooper Union is an educational institution, and the N.A.E.B. is an educational network, that it was high time to put on a good educational program. Furthermore, I think that at the present time the public is getting quite interested and excited about education.

I haven't seen Siegel since Biloxi, but have had several phone calls with him. He seems to be active and healthy as usual. Seems like everybody in our shop is battling colds or what is now called virus X, Y or Z, depending on where you happen to live.

Thanks again for the fine letter.

Best regards,

/s/ Johnson E. Fairchild

Johnson E. Fairchild
Director of Adult Education

JEF/djk

NAEB POLICY LETTER #6

December 17, 1951

GENTLEMEN:- Times are still hectic -- or hadn't you noticed? It's been quite a while since the last of these missives was issued -- and maybe it's time to restate their purpose. It is my hope to so inform those usually called upon to state policy to members and the public that they always know what the many operations of NAEB have been doing and why. These then are background and your good judgment of their use is of course essential.

A FIRE?- John Henderson called me about two weeks ago and read a letter from "Wag" Waggoner, director of the Elgin, Illinois school 10 watter WEPS. In it he was inviting various people in the midwest to attend a luncheon on the first day of the SBC to consider, among other things, "...the formation of an organization composed of public school station operators and school program producers to consider problems peculiarly ours." I immediately called Waggoner on the phone, drove to Elgin that afternoon and spent the best part of the next day with him. He didn't mention the proposed organization and neither did I, but I did outline the many plans NAEB had for working with the school stations. He's a smart guy and has a good operation and plenty of plans for future use. He invited me to the luncheon -- which I attended. Nothing was said of the proposed organization -- and I believe those who were there left with a renewed sense the value NAEB membership held for them. There were many offers of cooperation among those present -- but this of course is where we were many years ago, and it has no better chance of succeeding than did our efforts then. The fact is apparent that the NAEB offers the only concrete continuing help now available to educational-non-commercial radio stations.

SCHOOL BROADCAST CONFERENCE:- George Jennings' annual clambake went off in the usual manner. Those interested in utilization--mainly teachers--and those interested in helping schools' use radio--mainly PTAers--comprised 95% of those attending. NAEBer there were Waldo Abbot, Keith Tyler, John Crabbe, Dick Setterberg, Ralph Steetle, George Johnson (Indiana), Ed Weggener (WOI), Frank Dunham, Gertrude Broderick, Ronnie Lowdermilk, and new representatives from St. Louis and Huntington, Indiana. There undoubtedly were others but I don't remember them. Biggest hassle was on the AV split reaction to the JCET TV proposals. Read the editorial in the recent "See and Hear" magazine and I'm sure you can imagine the answer Jim McPherson, Executive Secretary of DAVI, gave. He was backed up most effectively by Ralph Steetle; Seldom have I heard anyone do as quiet, reasonable, sound job as Ralph did there. We haven't heard the last of this issue though.

AM I SEEING SPOTS? The blast mentioned above, including blasts at WOI and WNYC -- the story I get in Indianapolis and Cleveland of continued offers of time and the attendant requests for statements indicating that

the time offered taxes that institutions ability to produce TV shows to the utmost -- the date for the TV code acceptance (March 1) all seem to point to increased activity against making the proposed allocations table final. Anything more concrete that you can offer, Ralph?

NEW YORK CITY AGAIN:- George Probst as chairman of the committee of five asked me to sit in on their meeting in NYC Dec. 8 and 9. There the committee asked me to sit in on all of their future meetings. (This plus increased effort on the part of both Harley and me to keep each other informed of our activities should improve liaison appreciably). The committee approved the release date for the IA study (about Dec. 19); approved the NYC study for January; applauded the action of Frank Schooley and the subsequent board approval of fiscal plans for the monitoring funds; authorized the executive director to handle administrative details of the Monitoring fund; and authorized the executive director to attempt to secure the services of Robert K. Merton of the Bureau of Applied Social Research, Columbia University to work with Smythe on the NYC study (which I did -- and he accepted, although the relationship will be different than in the past). The committee also heard reports on the Lowell project from Harley and the ISC-TV project from Hull. Complete reports on these will be issued by Harley and Hull. However, the Committee did agree to meet at Ames, Iowa, Jan. 5 and 6 to hear at least one program in each of two Lowell series and view at least one program produced under the grant at ISC. The committee moved on to its non-administrative area and considered proposals for further grants. In the main, these consisted of a continuance of present efforts, but some new areas were discussed. The committee authorized the executive secretary to send complete minutes of the meeting to all members of the Board of Directors of NAEB (about Dec. 20). This meeting undoubtedly accomplished more in two days than any previous one. Implementation of the decisions made will keep us busy for some time to come.

WBOE, CLEVELAND PUBLIC SCHOOLS:- Returning from New York I paid my first visit to the fine layout of Bill Levenson and Jay Stillinger. Ample staff, space and equipment, plus complete cooperation from administration and teachers makes this the outstanding operation it is. As a guide to other schools, Cleveland spends $1.00 per pupil per year on radio and another dollar on AV. They are now into TV with a weekly 7:45 to 8:00 p.m. Tuesday nite spot. A PR show with the Superintendent of Schools as MC. They figure it takes 1½ man weeks of staff time to prepare for the quarter hour plus the time of the talent on the show which is, of course, students and teachers. With this amount of preparation they are competing with a Pulse rating of 13 according to the station management.

XMAS:- This will more than likely be the last of these letters for 1951. So I'll take this opportunity of wishing you a Very Merry Christmas, and ask you to join me in making 1952 the best year yet for educational radio.

Jim

NAEB POLICY LETTER #5

November 15, 1951

BILOXI:- "The only possible thing wrong was the weather". I've heard that statement many times since leaving Biloxi--together with "The Best Ever!" and similar remarks. Certainly no one could have attended and not been stimulated. People will long discuss the Siepman talk -- the Laswell proposal -- the Coy performance -- the Sparkman spark -- and on the lighter side the seafood and southern hospitality. The business meetings and the board meetings were also very well done -- the officers, new directors, and the convention site for 53 -- how can we help but expect even greater things from NAEB during the next stage of its growth. Guess its up to Siegel to come up with a new label -- I can't think of anything to follow "adrenilin" -- or aren't we thru that stage yet?

VISITATIONS:- The southern trip made it possible for me to visit the following places -- and get more than the thumbnail impressions I list here. New Albany, Ind.:- organization and coordination with a High School workshop group a revelation to a University operator -- now they're picking up the nighttime operations idea -- programming entirely from NAEB Tape Network features (a trend?) Louisville, Ky.:- A pushing, shoving, hauling operation that is nevertheless apparently quite sound. Don't write off this wire idea for municipalities -- it makes plenty of sense from a service, and a financial, point of view. University of Alabama:- Ausmus at his best. Use of persons trained on gaspipe radio seems to work -- and each certainly has its place. Atlanta, Ga.:- Gaines furnace blew up on him -- much as I sympathized with Al -- I was happy for the opportunity to know Haskell Boyter better. Another excellent operation -- that undoubtedly will expand to an adult education nighttime operation in the near future...there's plenty of material available for such expansion -- and certainly WABE is adequately equipped both staffwise and technically. University of Tennessee:- Ken Wright finally remembers that we were commercial opponents in the halcyon days of Cincinnati radio. He's applying plenty of that know-how to the WUOT operation. Needs both space and staff, but is making progress in those directions. University of Kentucky:- Bromo is still the same. We almost had a knockdown-dragout fight on the question of timing versus material as a program determinant..and he offered the first opposition to paying up for network service -- largely due to the fact that he's only on the air 15 hours weekly.

HERE AT URBANA:- We're still fighting the battle of the tapes...but think we'll have something definite to report most any day. The tape duplicator looks somewhat more promising with Toogood saying "I'll more than likely have something for you about Jan. 1" Keep your fingers crossed too -- please!! Nice long chats with Dallas Smythe and Will Schramm. Dallas is working out that "research design" deal I mentioned at Biloxi for this office. Promises to come up with something in afew days. Schramm again expressed his regrets at not being able to attend the Biloxi meeting. Hudsons out of town for a week -- ditto Schooley. Frank at the SDX convention--a glutton for punishment huh? Siebert and Lindley listened to all the Lasswell tapes today. Incidentally, watch the program offering letter for an offering on the Biloxi tapes.

WORTH READING -- AND TALKING ABOUT, TOO:- The fantasy -- the Sat. Review review -- and the Coy Biloxi story in the current Broadcasting. The last doesn't quite give me the impression I got in the Hurricane room. The next to the last is a perfect example of biased journalism when you read the Sat. Review originals. And the first -- oh, well, let the guy dream...Put these three together -- The TV code, Coys' Biloxi talk and the fantasy -- and you come out with an NAEB must namely: A positive approach to broadcasting today. Right?

MAIL AND PUBLICATIONS:- If you're having trouble with untrained personnel understanding your operations -- see if you can talk Dick Hull out of a copy of his very sound, very excellent 60 page operations manual. It's the best I've seen. I'm also impressed by the terrific job Iowa State Teachers College does working with WOI and WSUI -- mentioned this before, but just couldn't refrain from doing so again....Note that Kay Lardie reduces her program sked to 2½ X 5 inch size. Would paste on a radio -- or slip under a glass topped desk nicely....Noted with some amazement the 40 hour schedule of KALW out in San Francisco. They evidently are doing considerable training of radio at the High School level, with an eye toward placement after graduation..ditto WEVD in New York state. This might be something that those of us who feel University broadcasting is a poor training ground -- or at the least a waste of facilities -- might espouse.

REMEMBER:- We promised to help bring Waldo, Jack and Parker up to date as quickly as possible -- send 'em anything that would help....Remember too, that we here at headquarters want to see anything you've done --send it along.

A THOT FOR FUTURE DISCUSSION:- What part of our effort should eventually be aimed at helping those schools without radio stations get tapes or discs of radio programs for use in the classroom? Would a tape library -- separately financed -- upon which all schools could call be a good corollary activity to the tape network? How closely should we play with the AV boys in their overall effort?

Don't jump to any hasty conclusions on the above!

Regards,

Jim....

October 23, 1951

To all recipients of Policy Letter:

The attached letter went to some thirteen representative experts in the field of in-school broadcasting. Jim Miles asked that copies of it be sent to you. We hope that if you have any ideas or thoughts on the subject you will convey them to us or to Al Gaines, or another member of the school program committee.

We are convinced that a service to the stations doing in-school broadcasting over and above the regular network offerings is a highly desirable operation. The question is, how best to do it. It seems a little more difficult to get things rolling in this area.

It is the firm intent of the undersigned to come back from Biloxi with something definite underway on this project. If you have any helpful hints, please?????

Best regards.

Dick Rider

RLR/h

#3

NAEB POLICY LETTER

October 16, 1951

HEADQUARTERS BOOMING-- Things are moving along here at Headquarters office with lots of answers to our request for background material on individual stations. Among the things we have come up with is the fact that the inimitable Waldo Abbot is now teaching piano by radio. The $2.50 book he has out on it looks like a real deal.....Abbot and Coleman seem to be vieing with one another on service to commercial stations in the state. Both have elaborate arrangements for tape and disc recordings.....Waldo also stole a march on most of us with a "Campus Reporter" equipped with a minitape and plenty of time. I'll try to find out more of what he is doing.....Harold Franklin sent along a copy of his IDE catalog and says they are getting ready a new kids' show. I trust it will be as good as the past "Lest We Forget" series.....Keith Tyler suggests we get the "CBC Wednesday Night" series for the net. Anyone know any contacts at CBC?.....The National Adult Education Association meeting in Los Angeles looks very interesting. This Association could prove very valuable to NAEB in years to come.....Everett Parker of the National Council of Churches' Broadcasting and Film Commission says he is doing some research on the effectiveness of religious radio. Maybe he can give us some answers to proper handling of religion on educational stations.....Bill Ewing writes that his daughter, who was stricken with polio a month ago, is over the hump and on the long road to recovery.....DePauw University at Greencastle, Indiana says they are now doing a TV show over WFBM-TV, Indianapolis.....Bob Hudson dropped on my desk an article from the August 4 TELEVISION DIGEST entitled "TV Films May Supersede Live Networks". It's worth reading.

SIGNS OF THE TIMES-- The New Deal of NBC radio brings to mind how sharp our good friend, Edgar Kobak, was in the MBS expansion of a few years ago.....The story on the World Series TV viewers being 50% female may point the way to the sports exploitation value of TV. It'll be fun to watch how Gullette handles the problem with their new commercials.....Remember the pre-war cry of 900 AM stations being absolutely maximum? Compare that with the 2,300 figure in this week's BILLBOARD. Note also that FM commercially is still retreating.....The three items above are tied together in some way and could mean something for education. Anybody got the key?

BILOXI--BILOXI--BILOXI-- Coy, Sparkman, Carter, Siepmann, Tel Taylor, Novik, Waller, Shayon, the Dorothys, Gordon and Lewis -- what a line-up -- what a convention! Congratulations, Ausmus, Steetle, and Siegel.....Hugh Masters of Kellogg plans to be in for at least a part of the program and available to the Board.....My nomination for the most important item of Board consideration -- a replacement for Griffith and the attendant financial problems.

STATION VISITS TO START-- I am making plans to visit the Kellogg Foundation, Bob Coleman, and Wallace Garneau next Monday and Tuesday, October 22 and 23.....Plans also call for stopping off at New Albany, Louisville, and Tuscaloosa on the way to Biloxi, a side trip to Louisiana, and stops at Atlanta, Knoxville, and Lexington on the way back.....The list of questions I am going to try to get station managers to answer grows by the minute. We certainly need to know a lot of things.

URGENT HEADQUARTERS BUSINESS-- It is extremely difficult to get reimbursement for telephone calls and telegrams made for the Association by people not in Urbana. If you call us on NAEB business, please reverse the charges.....Tapes are still a great problem. We are still working with 3M on some sort of a lease deal. You can all help materially by making sure you have no NAEB tapes in your possession..... Audition problems for new shows still unsolved. The audition tapes Rider sent out a month ago have elicited absolutely no response. What can we do to get your ideas of the programs we should offer?.....Does anybody have any good ideas on tape editing equipment? Has anybody used a so-called "sound reader" with film repair mechanisms?

ANYTHING ON THE SHELF-- I noted in looking over the printed material mentioned in the first paragraph that member stations have produced in the past some good shows which conceivably could be offered to the network. Do any of you guys have any lying around?

LATE NEXT WEEK-- This letter will be put out on Thursday or Friday next week due to the Michigan trip. With the southern trip following immediately, there will more than likely be a two-week complete omission.....I hope you will express your ideas regarding this missive during the Biloxi meeting.

Jim.....

#2
NAEB POLICY LETTER

October 8, 1951

GENTLEMEN:- It's been hectic around here this past week. Our expeditious expediter, Hon. Frank Schooley, really went to work on the construction crew -- and we now have a wall -- no two walls, and an outside mail shute. Add to this the fact that Will Schramm ordered necessary new office furniture -- not on Kellogg -- and you can see our physical office equipment is progressing nicely. In addition to all this Illinois generally is a fine host. I've certainly had the best of treatment at every turn, as the intricacies of U of I procedure were explained. It's going to be easy to work here -- no doubt about that.

SO TO THE WORK: The new Secretary is really fine -- Helen Bishop is the name. She was formerly secretary to Doug Mills Athletic Director here -- and only thru a twist of fate available to us. The NETWORK carries on its usual fine fashion. Distributed the Fire Underwriters series to 12 stations -- next up is the USUN series to about the same number -- you'll be getting details soon.

Had a nice chat with Mr. Roy Gavin of 3M, Minneapolis, via phone. Tried to line up a visit, but he's oing out of town for two weeks. Said he had talked to Toogood and that he was building our duplicator. I tried to pin him down, but he wanted to check the fact, and call me back -- which he hasn't done yet. On the tape supply, he suggested that they work out some sort of lease arrangement, so that we might have say 3,000 tapes now for $500 to $1,000. He's working on that too. The door here seems absolutely closed against very much of an outright gift. As you might expect, they're besieged with such requests.

BILOXI-- Another item for that meeting is proposed membership of NAEB in the American Association for the United Nations -- AAUN -- Ausmus suggested this in New York. I've written Clark Eichelberger to see if we are eligible and the cost. No further word from Ausmus regarding the program at Biloxi. In fact -- no word from anyone regarding -- Biloxi -- this letter idea or anything else. 'Smatter -- you guys busy?

HANDWRITING ON THE WALL -- but who's got a Rosetta stone? NBC's supposed intention to increase net by 200. NBC's proposed 40 second lag in starting sustainers for local "cowcatchers" Associated's decision to break down its Library. Also did you note World veepee saying there is "increased interest in longhair material"? Incidentally has anyone heard anything recently on the proposed BMI promotion of new serious music?

THIS AND THAT:- See where Sam Slate has left BBC for CBS. Anyone any ideas on whether or no and if so on what another Allerton type seminar in 1952? Let me hear from you !!!!

Jim....

P.S. If you haven't already done so catch the Sat. Review Sept. 8 story on "The Public School Crisis" and the Sept. 22 Walter White article "Time for a Progress Report".

October 2, 1951

NAEB Policy Letter

Messrs. Ausmus, Gaines, Harley, Hudson, Hull, McCarty, Miller, Paulu, Probst, Schramm, Siegel, Steetle, and Wheatley.

GENTLEMEN:-- This was to have been a chatty note---but it now takes on a serious mien. Frank Schooley just arrived with the news that W.I. Griffith died Saturday, September 29 and was buried yesterday, October 1. Details are hazy here but include a blood clot and an amputation. Trust Hull and Paulu will fill us in on details.

PURPOSE OF THIS LETTER is to provide a bit of liaison between the policy level people in NAEB. I have long had the idea that something in-between NewsLetters was needed. My idea was general distribution to members. Ralph Steetle suggested that we start it out by having it among this group. It looks like a good idea---and herewith is the first such. No regular publication date is planned. Issue will be when warranted. You are free to compose your own and distribute it---or send it your information to me and I'll include it in the next one.

NEW YORK TRIP. Your Executive Director started his tenure with a two weeks trip to New York as a delegate of the Carnegie Endowment for Peace-World Affairs Roundtable. This was the deal that Siegel mentioned at the Allerton board meeting in June. Carnegie decided to make the participants Adult Education people rather than all radio----although we were well represented with Siegel, Ausmus and Miles. Preceding this was an augmented Kellogg Executive committee meeting. Present were Siegel, Ausmus, Paulu, Hull, Harley, Steetle, and Miles. Welll not attempt to report in these memos the minutes of any meeting---leaving that to the Secretary. We did settle matters of policy regarding the Kellogg grant. Had reports from Steetle on JCET and Harley on Ford plus Hull on the Ames grant and a general report on the TV surveys. Hull and I visited several recording sections of the Networks---he on a Kine problem and I trying to find out something further on the mass duplicator. Got some leads on the latter which further investigation showed promising. Best bet seems to be Fairchild. Waiting now on a firm bid. Carnegie really paraded the best for us----some of which will come to you via the tape net. Found that Siegel had completed arrangements for a show on Fire Prevention week with the Fire Underwriters. It is now being duplicated and will be distributed on a limited basis. The Herald Tribune forum plans were well underway too. HT has since confirmed its offer of $600 worth of tapes and WNYC will make the originals which tape hdqts. will dub and distribute on limited basis. Fred Rope at the USUN (U.S. Mission to the U.N.) has promised a series of four 15-minute shows on the USUN position on agenda items at the coming General Assembly of the U.N. Haven't recieved these as yet.

NEW YORK SIDELITE. If you ever HAVE to be in New York for two weeks---- arrange it so that Siegel shows you around....and has two good non-New Yorkers helping...like Paulu and Ausmus. Oh yes, I could mention some outside help too.....but I won't here.

WASHINGTON is a nice place to be in late September. Had the chance to quiz Phillip Jessup....and Ralph Steetle. Don't know who offered the most stimulation. The JCET office is a beehive with plenty of results to show for the effort. Ralph reported over 300 filings. Scuttlebutt around Washington was March '52 on final FPC TV report. Steetle attended the Hennock hearings. Plans for Biloxi are progressing. Ausmus and Siegel worked them over in N.Y. and Steetle got in his licks in Washington. Coy and Walker slated to be there, ditto Dorothy Gordon of the Times...Charles Siepmann...Charter Heslip...Helen Waller of the Herald Tribune. Plenty of activity too on the part of Discussion leaders. Looks like the best NAEB meeting ever.

BILOXI THOTS. These items more than likely will come up at the board meetings. (I'm not trying to set an agenda Syl) Further definition of eligibility for membership. Constitutional changes necessary for appointment of an Executive Director. With Griff's passing a new treasurer. Membership of WEVC-FM, Evansville College, Evansville, Indiana, and others. Final clearing up of finances under the old JCET. Add some others as you will. With these items and others for the board...plus the selection of officers and half the board---plus many stimulating speakers and discussions,....plus November in Biloxi. What more could one ask?

HEADQUARTERS NOTES. Hired a secretary today thus rounding out our staff at five. Have installed as a temporary measure a new Magnecorder amplifier capable of feeding three reeling mechanisms---which aids duplication appreciably. No hop for the mass duplicator from any source before March '52. We're well ahead of the game on this matter. All of the recording, services in NY were worried about the problem but it was not an immediate one with them. They are all sure that TV Kines will eventually be on tape---so maybe we'll beat the nets in one way. Hope all you guys now have us on your regular mailing lists. We'd appreciate getting everything you put out...printed, mimeoed, or otherwise.

TOO AND SO LONG This is already too long....let us have your reactions--also your ideas on how headquarters can help your operation.

Regards,

JIM

Note in current broadcasting Tel Taylor is going to government position. what's the score Steetle? What do you guys think of the WBAL-TV ad on page 97 of Oct. 1 Broadcasting?

Had a nice visit with Walter Emery in Washington. He's got time to listen to your problems now....in his new position as Ass't to Commr. Walker. Address him at Rm 7240 New P.O. Bldg. Phone--Exec. 3644

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